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ABSTRACT

Chapter 1 of this document on learner outcomes in early childhood education (ECE) discusses the values, educational philosophy, mission, and goals of the Minnesota State Board of Education. Chapter 2 describes components of an effective early childhood program, the role and purpose of ECE, and emerging issues in ECE. An overview of learner outcomes in ECE is presented in Chapter 3. Chapter 4 discusses the components of ECE programs as they relate to children; partnerships between home, school, and community; children's interactions with other individuals; integrated curricula; and learning environments. Chapter 5 considers indicators in children's behavior that are used to assess children's development and learning. These indicators are listed according to: (1) six domains of growth, including personal, social, physical, cognitive, and aesthetic growth, and growth in communication abilities; (2) five age levels from 15 months through 9 years; and (3) several specific areas of growth within the six domains of growth. A bibliography of more than 150 items is provided. (BC)

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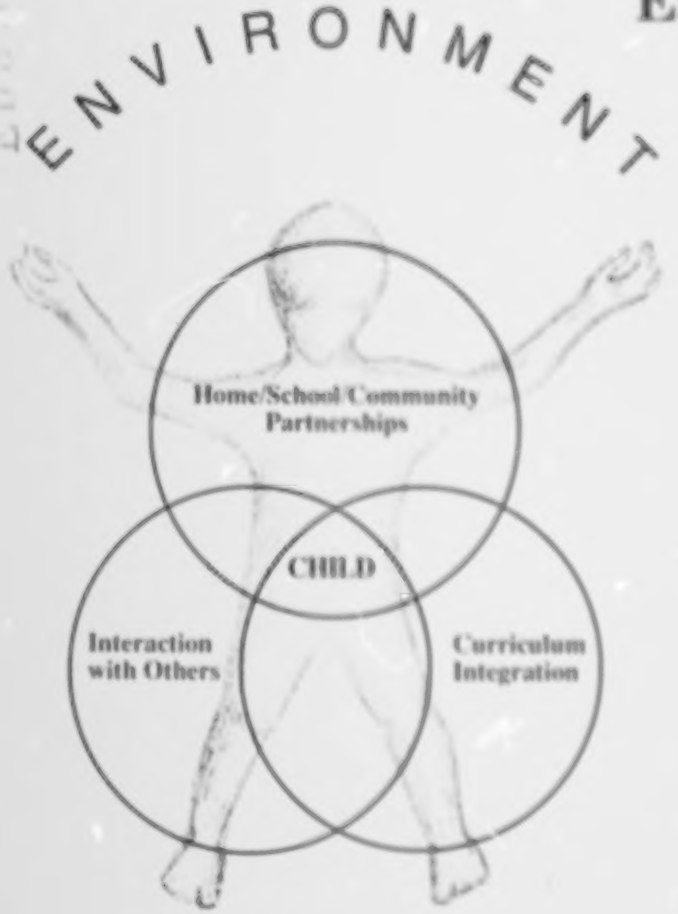
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Model Learner Outcomes for

Early Childhood Education: Birth To Nine Years

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Chapter One

Minnesota State Board of Education Values, Philosophy, Mission, and Goals

Chapter One

Minnesota State Board of Education Values, Philosophy, Mission, and Goals

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents, and the community at large.

The documents that constitute the Minnesota Department of Education's *Coordinated Model for Educational Improvement* incorporate many of the concerns expressed and issues addressed by the public, Legislature, and in reports on the state of public education. One of these documents, titled *Goal and Outcome Specification Process*, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. The mission statement for public education adopted by the Legislature gives explicit direction to public schools. The State Board Curriculum Rule 3500.1060 adopted February 1990 lists the learner goals which must be incorporated into each district's goal statements. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

Education System Values

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

Accountability - A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

Effectiveness - A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

Efficiency - A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

Excellence - A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

Flexibility - A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

Human Equity - A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which fully, fairly, and accurately portrays various cultures, races, and genders in the instructional program.

Responsibility - A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

Responsiveness - A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

System Equity - A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

Wholeness - A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

Visionary - A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

Learner Values

We believe helping students develop the following values is a primary purpose of education.

Accountability - A quality in individuals whereby each knows, understands, and accepts the impact and consequences of personal actions and decisions.

Citizenship - A quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society, and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

Compassion - A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

Competence - A quality in individuals whereby each attains maximum levels of knowledge, skill, and affect commensurate with his or her potential.

Cooperativeness - A quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

Creativity/Flexibility - A quality in individuals whereby each acts or expresses self in new, improved, or unique ways.

Ethics - A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

Honesty - A quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

Learning - A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

Problem Solving - A condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

Responsibility - A quality in individuals whereby each strives to fulfill the obligations of economic self-sufficiency and active commitment to the common good of society.

Self-Acceptance - A quality in individuals whereby each has a positive self-image, through assertion of rights, holding personal, physical, and emotional well-being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

Spirituality - A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

Thinking - A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

Minnesota State Board of Education Philosophy of Education

We Believe . . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity, and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

Mission for Public Education

As adopted by the
Minnesota Legislative Commission
on Public Education
and enacted into law,
Chapter 240, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

Mission of the Minnesota State Board of Education

The Minnesota State Board of Education will provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

Mission of the Minnesota Department of Education

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform, and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules, and state and federal laws.

Minnesota State Board of Education
Learner Goals

Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K-12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Each district shall use the learner goals contained below as the basis for defining program-level learner outcomes that are directly reflected in the district's course and program offerings.

A. To effectively participate in learning activities, each learner will:

1. master reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;
2. master writing to explain, describe, and express a point of view and feelings;
3. master listening to gather information and data and gain perspective and understanding;
4. master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;
5. master numerical literacy to apply mathematical functions to life situations;
6. master the use of a variety of tools, including electronic technology, to enhance learning;
7. master viewing and observing to gather information and data, and gain perspective and understanding; and
8. apply skills in self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

1. participate in lifelong learning;
2. live within local, state, national, and world political and social structures;
3. examine personal beliefs and values and their relationship to behavior;
4. make ethical and moral decisions;
5. be a responsible citizen of the community, nation, and the world;

6. practice stewardship of the land, natural resources, and environment;

7. know the impact of human life on nature and the impact of natural phenomena on human life;

8. express self through artistic creation;

9. know career options and the general education requirements for each;

10. know world and national economic conditions to make informed decisions on consumer products, occupations and career needs, and use of resources;

11. select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;

12. manage personal affairs;

13. understand the physical world using systematic problem-solving strategies;

14. communicate and relate effectively in a language and about a culture other than one's own; and

15. know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. compare, differentiate, and relate information and facts and apply knowledge;

2. combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;

3. critique and make judgments about materials, conditions, theories, and solutions;

4. generate and value creative alternatives; and

5. apply the concepts and processes of science.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

2. understand the basic interdependence of the biological and physical resources of the environment;

3. understand the interrelationships among complex organizations and agencies in modern society;

4. understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

  1. base actions and decisions on the knowledge that individuals differ in many ways;
  2. base actions and decisions on the knowledge that values and behaviors differ from one social group to another;
  3. base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;
  4. judge other's actions with an understanding of the personal and social context of that action;
  5. accept that there is more than one way of being human;
  6. base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and
  7. act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:

  1. act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;
  2. understand the importance of working in groups to achieve mutual goals; and
  3. be able to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

  1. assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;
  2. acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and

3. resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:

1. understanding the origins, interrelationships, and effect of beliefs, values, and behavior patterns in world cultures;
2. understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;
3. being familiar with the ideas that have inspired and influenced humankind; and
4. understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self, demonstrated through:

1. a feeling of positive self-worth, security and self-assurance;
2. a willingness to live with one's strengths and weaknesses;
3. a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;
4. understanding that efforts to develop a better self contribute to the development of a better society;
5. understanding that self-concept is acquired by interaction with other people; and
6. appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. select appropriate personal learning goals;
2. make decisions about one's life;
3. plan, act, and organize to realize one's goals;
4. accept responsibility for personal decisions and actions;
5. work now for goals to be realized in the future; and
6. select viable alternatives for actions in changing circumstances.

K. To cope with change, each learner will develop the ability to:

1. initiate appropriate change while respecting existing structures and concepts;
2. tolerate ambiguity;

3. understand that coping with change is a lifelong process;

4. understand and accept the changing nature of work and the potential need to change careers several times;

5. use career information and counseling services to make informed and satisfying vocational choices; and

6. understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

1. assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;

2. make informed decisions about health products and services;

3. make a lifestyle that promotes healthful family living;

4. understand public health measures and their effect on the individual, family, community, and environment; and

5. be able to enjoy play-skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well-being of our society, each learner will develop the work readiness skills of:

1. applying the basic skills of communications, computation, and scientific principles to real-life situations in a technological society;

2. defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. leadership and citizenship necessary to succeed as an active agent in a changing work force;

4. understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;

5. developing pride in good work and expecting quality in products and services; and

6. adopting a positive attitude toward work including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

Chapter Two

Role, Purpose, and Emerging Issues of Early Childhood Education

Chapter Two

Role, Purpose, and Emerging Issues of Early Childhood Education

A vast and growing body of research in child development finds continuity in the way children learn and develop through the years from birth to age nine. The early childhood learner outcomes, shown in Chapter Three, highlight the breadth of learning and growth occurring in the early childhood years.

The learner outcomes are divided into six domains: personal, social, physical, cognitive, aesthetic/creative, and communication. Development, of course, does not progress domain by domain or in isolation within each area of growth. Children interact continuously within all domains, and each child is far more than a composite of outcomes for a given age.

Thoughtful study of these learner outcomes helps teacher/caregivers plan activities to support and encourage the child's progress to the fullest potential. Facilitating the child's natural development is the basis of any organized approach to early childhood education.

Components of an Effective Early Childhood Program

The components of an effective early childhood program are:

1. **Child**
2. **Home/School/Community Partnership**
3. **Interactions with Others**
4. **Integrated Curriculum**
5. **Environment**

These components work together in a dynamic, interactive relationship with the learner at the core of the relationship. Each aspect is an important part of the child's integrated learning.

1. Child

The child is at the center of the learning process, not as a passive recipient of input from other people and events but as an active engineer of the child's own learning. It is the child as active learner who perceives, interprets, verifies, assimilates, consolidates, and creates meanings for self and communicates meanings to others.

> **For me, education means making creators, even if there aren't many of them, even if the creations of one are limited by comparison with those of another. But you have to make inventors, not conformists.**
>
> ***Jean Piaget***

2. Home/School/Community Partnerships

Home, school, community shape the child's learning. Home, school, community partnerships are a necessary part of early childhood learning because all three have the same long-term goal: the development of the child into a self-actualizing individual. Shared planning builds mutual understanding which results in greater continuity and consistency and expanded opportunities for the child.

Parents and teacher/caregivers are partners in the education of the child, and parents are the senior partners. Parents will continue to carry primary responsibility for the child's learning as the child moves from one learning setting to another. Throughout the school years, parents support and nurture the child's learning within the family's shared value system and their hopes and dreams for the child's future.

When parents and teachers know what is going on in the child's life, they can enhance and extend the child's learning by relating it to day-to-day experiences. Parents' and teacher/caregiver's interest in the child's learning shows the importance they attach to the child as a person. The child is aware of this interest and responds to it.

While the school is one of the major community agencies serving all children and families, many other agencies in the community provide help and nurture family growth. The stronger the network of cooperation among all these organizations, the greater the support for the child and family.

Coordination can provide consistency and continuity of programming for the child and less duplication of services. A child or family receiving special services needs good linkage and communication between these services and home, school, and child care.

3. Interactions with Others

Through interaction with others the child acquires and grows in self-awareness, self-knowledge, and self-image. The child learns about other people through interaction and begins to build ever-expanding and deepening relationships.

As they develop, children are able to move outward, away from their primary caregivers, toward others in ever-expanding relationships. When concern for adult approval shifts to more concern for peer approval, other children are powerful models.

Interaction, first with adults and then with other children, is an integral part of early learning and increases the child's knowledge of self and others. In relationships with others, the child grows in abilities to trust, to cooperate, to negotiate, to be a friend.

Children's interpersonal skills develop when they have a chance to experience both leading and following. As they work with others, they negotiate, share information and skills, help each other, use imagination.

Children are open to encouragement and help but also to fair criticism or correction from other children. Experiences with varying reactions from other children--e.g., friendliness, rejection, bossiness, or over-protection--help children develop their own repertoire of interaction skills.

Friendship between children is mutually supportive and contributes to personal growth and awareness in a way that groups do not. Friends learn to express and share feelings, and each comes to understand the other's feelings and perspectives.

Play groups and one-to-one friendships foster early learning and help to shape the child's growing knowledge of self and others. Understandings of fairness, cooperation, team work, and issues of justice and compassion come from children working and playing together.

4. Integrated Curriculum

An integrated curriculum reflects the way learners experience the world and construct knowledge. Children learn in a holistic way and interact with many content areas in any learning situation.

Although knowledge in schools is divided into subject areas such as mathematics, science, and music, this division is an imposed order rather than the way people learn. Isolating knowledge into separate disciplines is an artificial way of analyzing what is to be learned.

Learning is part of life, not apart from life. Curriculum must be experience-based and integrated because people learn what they care about. Learning experiences begin in life experiences. Learning in one area reinforces or provides the basis for learning in another area and builds confidence that allows the learner to move ahead in all areas. Common processing skills and common ways of seeking out resources cut across all curriculum areas.

5. Environment

The total context for learning is the environment. The child is immersed in the environment and learns from it at conscious and unconscious levels.

The young child interacts with the environment to acquire basic knowledge and develop concepts or understandings. Experiences are the interactions and activities generated by the environment and by the things and people in it.

A child filters new experiences through a screen of environmental influences such as family values, past experiences, cultural heritage. Environmental influences on learning include

values
traditions
history
culture
social norms
political structures, and
religious heritages.

Because the child's perception is influenced by current and past environmental input, the child attaches unique meanings to new experiences. Environments differ from child to child, e.g., rural/urban; many/few opportunities; natural beauty; noise level; many/few siblings.

While everything in the environment forms a context for learning, the environment developed by teacher/caregivers builds on and expands children's day-to-day experiences while also incorporating those learnings and values important to the society.

Early Childhood Education: Role and Purpose

Learning in the early years involves creating a substructure for all future learning. In practice this means that each child should be fully engaged and focused on whatever learning is occuring at that moment. If the present moment is lived to its fullest, this habit of being contributes to a more creative and secure adulthood in a world that may include frequent changes in career or lifestyle.

Early learning occurs wherever the child is—in the home, the neighborhood, school, on the sidewalk, in worship centers, in playgrounds and parks. In an expanding environment the child moves from awareness of home to neighborhood, then to community.

In addition, signals from all parts of the world bombard the child with information. For example, the child sitting in a grocery cart sees produce from all over the United States and from all parts of the world and hears the electronic checkout, while the adults debate the environmental concern of "plastic or paper."

Besides experiences initiated by home and school, contemporary life involves the young child in community programs and services such as child care in other people's homes or in centers, and in early childhood family education.

The child learns independently and with the help of others
- from exploring the physical environment
- from interactions with other people
- by sensing the emotional environment
- through experiences with language
- through using tools.

Learning occurs when children
- play
- question
- take part in informal learning activities
- observe and imitate others
- model adults at work
- use television, movies, and radio
- interact with computer games, and
- travel.

Early development in a supportive environment influences and enhances present and future learning in many important ways. A broad base of experience in the early years supports all future development and learning.

Early Childhood Education: Emerging Issue

In the contemporary world, change is a constant and normal part of life, and the rate of change is ever-increasing. As the process of change continues, events or items generated by change may be in transition. Learned skills are expanded or give way to other, newer skills. While both adults and children experience events that move too fast for them, children may adapt more quickly to change than do adults.

> **Children are beginning a life that will be very different from our own, and "their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams."**
>
> *Kahlil Gibran*

Change is a vital influence on the development of young children and has important implications for all phases of early childhood education. Children need opportunities to learn strategies for managing change.

A. Diversity in Family Structures and Roles

The diversity of family situations has implications for early learning. Children live in an increasing variety of family groupings. These structures include:

traditional two-parent
adoptive
extended
single-parent
blended
same-sex
communal
shared custody, and
foster families.

As the child witnesses a wider number of new roles that family members have assumed, the possibilities for personal life choices are increased.

B. Diversity Among Children in Society

The ethnic and cultural strands in American society are increased and broadened by various contemporary trends. Diversity increases as society expands to include more people of varied economic status, ethnicity, or handicapping conditions.

These influences include

indigenous people
forced immigration
immigration by choice
temporary integration of migrants
permanent integration or "settling out" of former migrants
multiracial families
foreign adoption
integration of children with special needs
relocation of refugees
increasing numbers of homeless families, and
non-English speaking people.

Exposure to other cultures helps the child develop flexibility and openness to a greater range of thoughts, ideas, and ways of doing things.

Some diversity and change also causes stress for families and children. Because children have always been dependent in the society, possibilities for certain traumatic personal stresses have always been present:

- homelessness
- hunger
- abuse
- neglect
- divorce
- death, and
- illness.

Other children experience stresses in everyday life, such as

- curriculum pressures
- schedules of working parents
- parental expectations
- extracurricular activities
- testing
- multiple care providers
- fear of strangers, and
- unsupervised home experiences.

Children may be exposed to family stresses:

- chemical dependency
- violence
- abuse
- unemployment or a new job
- incarceration of a family member
- a new baby, and
- moving.

Despite the undesirability of stress upon the child and family, research shows that children have a resiliancy and a capacity to develop coping mechanisms at very early ages if given necessary support and strategies.

C. Children's Activities Outside the Family

Children spend a great deal of time with non-family adults and children.

Child care/early education may involve

- public, private, or employer-sponsored centers
- the child's and other families' homes
- before-and-after-school care
- respite care
- long-term care in the home or hospital.

The child also participates in education programs and community or worship-center activities, joining other children or families in

- early childhood/special education programs
- nursery school, Head Start,
- early childhood family education programs
- park, library, and recreation programs
- Scouts, Camp Fire
- boys/girls clubs, YMCA/YWCA.

These kinds of activities provide a secure environment in which the child moves out from the family. Religious activities and classes, often strongly endorsed by the family, also bring the child into interaction with non-family adults and peers.

In addition to classes at school, the child may take lessons in various fields of interest, talent, or special need, such as

swimming, skiing, ice skating
dance, music, drama, art
gymnastics, baton, tennis
computer, languages
reading, mathematics.

At the same time, some children also go to summer camp or on excursions. Some may take part in competitive sports through organized athletic programs.

D. Changing Communities

The child and family experience change within their communities. Some communities have capitalized on the early history of their locale and have created interesting places to visit and learn.

New industry offers jobs and opportunities. Good highways have brought communities closer together and increased access to cultural opportunities.

The renewed interest in local artists and artisans enriches the whole community. There is an increasing appreciation for the natural environment and a commitment to protect rivers, lakes, and open land.

Change brings paradoxes of increasing and decreasing opportunities and challenges

plants close, farms are foreclosed, mines shut down
workers may be retrained
families relocate
mergers and automation bring cutbacks and new technologies
schools close, consolidate, and share programs,
ordinary health care may be less available while extraordinary care is expanding
young people seek employment in the cities
older citizens may return to their original communities
public transportation may be limited while private means of travel expand.

Communities experience faster and expanded means of communication. Instant information and visual images are transmitted through a variety of technological means, including FAX machines, beepers, telephone and videotape recorders. Vast stores of data are broadly accessible, research is shared, and work processes are accelerated or altered.

Conclusion: Timeless Goals for a New Century

As children grow and change, their entire lives are formed and shaped by the process of learning how to learn. Learning how to learn is essential in a changing world because knowledge and skills are quickly outdated. In a changing world, learning how to learn is a coping strategy, a basis for risk taking and creativity, a survival skill, a source for problem solving, adaptation, and invention.

In thinking of the child in the process of becoming,
In thinking of the changing world surrounding that child,
In thinking of society's hopes and dreams for the child,
A new set of "basic skills" emerges:

To act authentically.
To interact effectively with others.
To access and manage information resources.
To appreciate and use personal resources.
To adapt and change.
To support change in others.
To preserve and enhance the environment.
To preserve and value cultural and historical heritages.

Chapter Three

Early Childhood Learner Outcomes

Chapter Three

Early Childhood Learner Outcomes

Think of the ocean with its powerful waves,
each wave made up of many drops of water.
Alone each drop is nothing,
but together they form the mighty ocean
which supports life, bears up ships,
carves and shapes the environment.

In somewhat this same way,
Early childhood outcomes are the powerful movements
of development and learning
and the combination of outcomes
make a strong individual
who functions in complex ways.

Development and Learning

Human development as a concept is seen as sequential and occurring by certain chronological ages. Development as it actually occurs is not entirely predictable.

Individual children move through developmental stages at different rates. Children also vary in the evenness of growth across physical, social, emotional, or intellectual areas.

Children may

exceed norms in one area
and have normal or delayed development in others;

have developmental delays and
never attain "age-appropriate" behavior;

have situational delays
and later catch up or surpass expectations;

excel in all areas of development.

Organization of Learner Outcomes and Indicators

Early Childhood Learner Outcomes and Indicators

In broad strokes, the dramatic development and major attainments of young learners in the first eight years of life are set forth in the model learner outcomes in early childhood education.

In greater detail, the early childhood indicators present the developmental changes and new learnings that contribute to the competent nine-year-old. The indicators represent some of the most important accomplishments that individual children may achieve in the early years. These accomplishments are major steps toward attaining the model learner outcomes in early childhood education.

Areas of Emphasis

Both the outcomes and indicators reflect child development research, current standards of the early childhood profession, and needs of an increasingly diverse society. In addition, the outcomes have been developed with attention to three areas:

1. State Board of Education goals

2. Taxonomies in psychomotor, cognitive, and affective areas

3. Concept emphases in Minnesota schools on:

    International/Global Education
    Multicultural Education
    Gender Fair Education

The relationship to the State Board of Education goals is referenced to the early childhood outcomes in this chapter. The relationships to the taxonomies and concept emphases, however, are not explicitly shown in this publication.

Domains Used for Outcome and Indicators

The early childhood learner outcomes and indicators are divided into six domains:

Personal
Social
Physical
Aesthetic/Creative
Cognitive
Communication

In this chapter, the early childhood outcomes for all domains are shown without any age-level indicators.

The domains are a somewhat arbitrary organizational device for assuring that all areas will be planned and supported sufficiently. The indicators divide the domains into units which allow the content of a domain to be arranged into smaller clusters.

The outcomes and indicators of every domain work together in the child, influencing and mutually supporting each other. Learning, in actuality, does not occur according to categories. The child's behavior is always an integration of all the outcomes in all the domains into a functioning whole.

Indicators Shown in Three Formats

The early childhood indicators shown in Chapter Five are divided into five age groups:

Birth through 15 Months
Two-and-One-Half Years
Four-and-One-Half Years
Six-and-One-Half Years
Nine Years

These age groups are somewhat arbitrary checkpoints for observing children's development during periods of rapid growth. The indicators for birth through 15 months reflect major changes occurring within that age span. The other age groups show the accomplishments that are typical for children at these age levels.

In Chapter Five the early childhood indicators are shown in three different formats:

1. Early childhood learner outcomes and indicators by age levels for each domain
2. Indicators by age level across all domains.
3. Indicators by age levels for units within domains

Early Childhood Learner Outcomes by Domains

We see a child in the process of becoming,
We see the changing world surrounding this child,
We see a child with a foundation for lifelong learning,
We sense society's hopes and dreams for this child,

In a supportive learning environment,
we strive for the accomplishment of the following outcomes
for all children.

State Board of Education Goals

1. Personal Outcomes Birth to Nine

B-3
B-4
B-5
B-6
B-7
B-11
B-12
D-2
F-1
F-2
I-1
I-2
I-3
I-5
I-6
J-1
J-2
J-3
J-4
J-5
L-1
L-3
L-4
L-5
M-5
M-6

The child moves
from total dependence
to a growing independence and self-reliance;

from uncontrolled expressions of feelings and emotions
to the ability to describe feelings verbally;

from a lack of self-awareness
to seeing one's self as a growing individual with self-confidence,
self-understanding, and a range of potential roles;

from depending on others for care and protection
to assuming increased responsibility for personal health and safety;

from an inability to choose
to a growing ability to make responsible choices
affecting self and others;

from random and spontaneous awareness
to becoming a self-motivated learner.

State Board of Education Goals

2. Social Outcomes Birth to Nine

B-2
B-5
B-10
D-1
D-3
D-4
E-1
E-2
E-4
E-5
E-7
F-3
G-1
G-2
G-3
H-3
I-4
L-5
M-2

The child moves from no realization of a difference
between self and others,
through a primary concern for self,
to a level of concern for others.

The scope of social interactions moves from early bonding
with a significant adult,
through experiencing self as a part of family,
to friendships and participation in the larger world.

In relationships with others,
the child grows in abilities to cooperate,
to serve as a resource, to negotiate,
to lead and follow, to be a friend.

State Board of Education Goals

3. Physical Outcomes Birth to Nine

A-6
A-8
B-1
L-1
L-3
L-5

Through exploring and manipulating the environment,
the helpless and dependent baby
grows into a self-sufficient and competent child of nine.

From being carried by another,
through taking the first faltering steps,
the child moves to coordinated mastery of physical movement.

From random thrashing movements,
through increasingly purposeful use of hands,
to skillful, precise, and coordinated use of tools and technology,
the child becomes a contributing member of the human family.

Physical development enhances cognitive growth
as real actions bring understanding to abstract concepts.

4. Cognitive Outcomes Birth to Nine

State Board of Education Goals

A-5
A-6
A-7
B-1
B-13
C-1
C-2
C-3
C-4
C-5
H-2
J-6
L-5
M-1

The mind of the child is searching for meaning.
This drive, or yearning to know,
is the basis for intellectual development.

As the child attaches meaning
to perceived events and experiences,
each new event is incorporated
into the child's expanding image bank,
providing for new approaches to tasks.

The child moves from
a reliance on concrete objects and firsthand experiences
to an increasing ability to think more abstractly.

Through observing, listening, and making inferences
related to life experiences,
the child becomes capable of complex thinking.

Curiosity motivates the child to solve problems,
at first by trial and error
and later through using strategies, resources, and techniques
to test out hypothetical possibilities and find solutions.

The child learns to acquire, organize, and use information in increasingly complex ways.

State Board of Education Goals

5. Aesthetic/Creative Outcomes Birth to Nine

A-7
A-8
B-8
C-2
C-3
C-4
H-2
K-2
M-2
M-4
M-6

The young child uses creative expression to
crystallize experience,
reflect life,
solve problems,
communicate,
and express feelings.

The child moves from
an emphasis on exploration of artistic media
to more deliberate
artistic expression, response, and interpretation
of what is experienced or felt.

The child grows in appreciation of beauty
and the diverse ways creative expression reflects
social and cultural milieus.

Through understanding the essential elements
of artistic expression,
the child develops personal judgment
about what is aesthetically appealing.

State Board of Education Goals

6. Communication Outcomes Birth to Nine

A-1
A-2
A-3
A-4
A-8
B-15
E-3
E-6
H-1
H-2
H-4
M-1

All of the young child's learning grows
out of communication with self, others, and the environment,
as meaning is attached to experiences, events, and interactions.

Communication is a process
of giving and receiving nonverbal and verbal messages to
  reflect self,
  share with another,
  test out ideas and feelings,
  construct shared meanings.

Communication grows from the first non-language interaction
through listening and speaking with others,
to using language in more formal ways
through writing, reading, and interpreting skills.

Chapter Four

Translating Learner Outcomes Into Learning Opportunities

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Translating Learner Outcomes Into Learning Opportunities

Learning in the early years involves creating a substructure for all future learning. In practice, this means that each child should be fully engaged in whatever learning is occuring at that moment. If the present moment is lived to its fullest, this habit of being contributes to a more creative and secure adulthood in a world that may include frequent changes in career or lifestyle.

Early development in a supportive environment influences and enhances present and future learning in many important ways. A broad base of experience in the early years supports all future development and learning.

Principles and Practices

Learning in the early years rests on some basic principles of child action and related, supportive practices of those who interact with the child.

- **Trust in and Interaction with Other Persons**

For the child, establishing basic trust in another human being builds security for taking risks and exploring. A child learns trust through positive, consistent, and significant relationships with others who help the child derive meaning from the environment.

Adults who honor what the young child is doing sustain in the child the qualities of interest and persistence in learning. Sensitive adults help extend the child's learning by listening, giving verbal support, questioning, offering additional materials and opportunities.

- **Observation**

A child's observation of the activities and interactions of others contributes information, hypotheses to test, and an understanding of social roles.

Ongoing observation of a child over time and in a variety of settings helps the adult to plan for and meet the child's unique needs.

- **Freedom to Learn**

A child learns from the opportunity to have first-hand experiences and to reflect them through various self-selected modes of expression. Assimilation of new skills is enhanced by ample time and varied opportunities to practice self-chosen activities repetitively.

The teacher provides opportunities for physical exploration of space, a wide variety of objects and materials, and time for the child to discover and use them in self-chosen ways.

- **Making Choices**

Through making choices, the child grows in confidence and self-awareness and moves from dependence to responsible independence.

Adults meet the interests and needs of children at diverse developmental levels by providing many opportunities for children to choose.

- **Respect**

A child is empowered to give respect when the child experiences respect.

Adults who demonstrate respect for the child, for others, for the environment, and for materials build a sense of security and self-esteem in the child.

- **Freedom to Make Mistakes**

A child's freedom to use a trial-and-error approach to learning helps the child understand that people can learn from mistakes.

Attentive and observant adults honor the attempts of children to engage in activities and do not wait to reward only successful outcomes. The adult recognizes that mistakes or misconceptions are important clues to the child's developing thought processes.

Experiencing a Child-Centered Learning Environment

An observer feels -

a sense of excitement, joy, purposefulness
combined with relaxation, calmness and peacefulness.
It is a nurturing environment which is warm, welcoming, and secure.

An observer hears -

a hum of voices with no voice predominating;
the blended harmony of varied activities: music, construction, animal sounds, dramatic play, games;
individual or small group learning sessions.

An observer sees interactions among -

children who appear to know what they are doing;
learners who are engaged, lively, and interested;
children moving freely, conversing, working, and playing together;
adults working with a small group of children or observing interactions;
teacher/caregivers and other adults working as a team.

An observer sees a classroom which reflects -

participation and planning by the children,
cultures of the children and community,
diversity and pluralism of the wider society,
learnings related to everyday life,
aesthetic appreciation through art, artifacts, and music.

An outside observer sees a well-functioning program in a responsive environment and may not realize that this successful program is totally dependent on the teacher's effective planning. Teacher/caregivers know that it takes time, energy, resources to continuously monitor and adapt their program planning and implementation to reflect the growth, learning, and changing needs of the people working and learning together in that environment.

Applying Components of Effective Practice

When the components of an effective early childhood program interact with changes in society, there is a dynamic tension which can be challenging, creative, and productive. By using the stimulation of this dynamic tension, teacher/caregivers can plan quality learning opportunities for children.

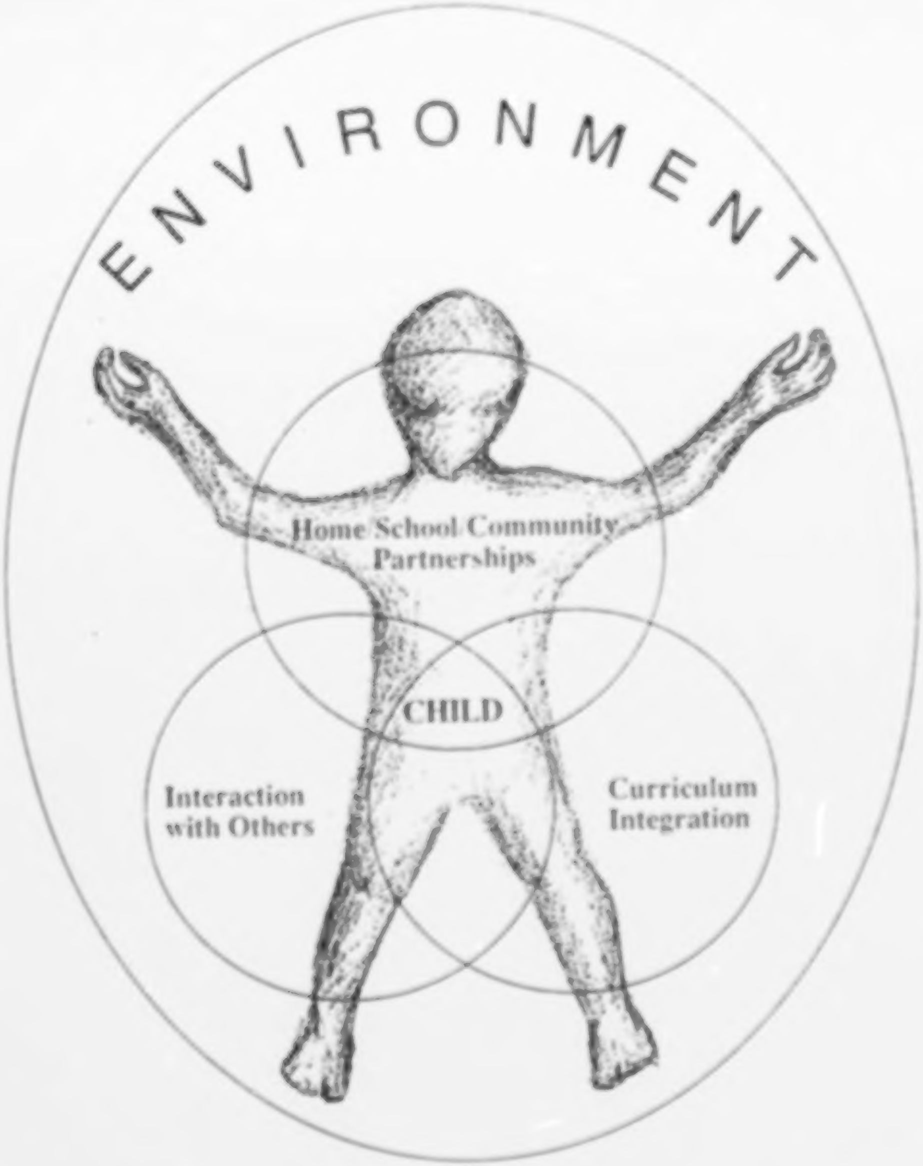
ENVIRONMENT
Home/School/Community Partnerships
CHILD
Interaction with Others
Curriculum Integration

Figure 1. **Components of an Effective Early Childhood Program**

1. Child

The child is at the center of the learning process. The child is not a passive recipient of input from all other people and events but an active engineer of the child's own learning. It is the child as active learner who perceives, interprets, verifies, assimilates, consolidates, and creates meanings for self and communicates meanings to others.

To create a child-centered program, teacher/caregivers -

understand and appreciate the value of play for assisting the child in organizing information and experiences,

plan for developmentally appropriate practices, i.e., adapting to individual learner's needs while planning for a group of children,

focus on learning, rather than on teaching,

emphasize process over product,

determine what may have meaning for the child and relate learning experiences to the child's needs and interests,

encourage interaction among children,

provide choices for the child through open-ended materials and activities,

help the child to integrate daily experiences and to make sense of events and experiences in the wider environment,

capitalize on the learning style which is current or dominant in each child and provide opportunities to expand the child's way of learning,

support the child in acquiring skills: observing to see what the child wants to do, allowing the child to do what the child is capable of, and assisting when appropriate to avoid frustration,

react sensitively to children experiencing personal or family stresses,

value diversity within the classroom and the wider community through:

> modeling and teaching through example that all people have value,
>
> extending the concept of family to various group configurations through discussions and activities,
>
> helping children appreciate those who are different and value their contributions,
>
> encouraging children to broaden their understandings of diverse family systems,

broadening curriculum and enriching learning environments by reflecting cultural, ethnic, and individual differences;

provide the amount of time and the level of assistance which supports the maximum effort by the child,

encourage the child's increasing interest span and participation in more complex activities by respecting and supporting the child's play,

and recognize that the uniqueness of each child is expressed in different ways, patterns, and rates of development.

In evaluating whether a program is child-centered, the teacher/caregiver asks -

Are children engaged in planning and making choices daily?

Is self-initiated play respected as an important means of learning?

Is play extended through props that reflect interests of children?

Are individual children's needs and interests known and used in planning?

Are the abilities, needs, and interests of the child assessed through a variety of informal means upon entering the program?

Is the child's progress documented throughout the year through such records as selected work samples, observations, tape recordings, checklists?

Are children able to participate in group activities at their own level and pace?

Do all children have equal access and opportunity to participate in all activities?

Are children's opinions and feelings accepted as valid?

Are children partners in determining curriculum directions?

Are children's differing learning styles accommodated?

Do adults guide children in learning through discovery?

Is diversity among the children and in the community valued and reflected in the program?

Does the program build on the children's experiences outside the classroom?

Do children have opportunities to apply classroom learning to a variety of experiences?

Are children encouraged to take risks?

Is the program challenging for each individual as well as being safe for all learners?

Is the focus of learning on the **process** of acquiring new information and abilities?

Do children gain satisfaction from problem solving, explor-

2. Home/School/Community Partnerships

Home, school, community partnerships have the same long-term goal:
the development of the child into a self-actualizing individual.

To understand and plan for the child in the context of the family and community, teacher/caregivers -

recognize that early learning occurs in the context of an environment called family,

value and trust parents as first teachers of their children,

look for creative ways to establish ongoing communication between school and home,

seek information from parents about their goals and aspirations for the child,

plan jointly with the child and family to arrive at individualized goals for the child's learning,

establish a cooperative/collaborative approach to learning,

share the child's learning experiences with parents to relate school experiences to everyday living,

clarify perceptions of home/school roles and values in helping children learn,

are aware of the diversity of family heritage, traditions, and values (cultural norms, religious orientation, sex roles, competition/cooperation, education, television, private property rights),

provide a forum, when appropriate, for parents to learn more about the learning and development of children,

recognize that minimal or non-existent family participation is caused by many factors, but may not be a measure of parents' interest in their child or the child's program, know, understand, and be sensitive to the effect of temporary or long-lasting change on the child and family,

provide experiences relevant to the child's background, keeping in mind a range of differences in families,

draw on families as valuable resources, e.g., participation, culture, knowledge, skills, traditions, talents,

recognize that others in the community provide a nurturing support system broader than a family,

show a willingness to serve as liaison or partner in this system, when appropriate,

help to identify resources in the community for families experiencing stress or having special needs,

are aware of, build on, and share the child's other experiences and help the child integrate these experiences and derive meaning from them,

try to be aware of support and services families and children are receiving, and link that support with what is happening in the learning setting,

establish a collaborative approach to strengthening families through cooperation among community agencies and businesses,

recognize that mutual support is vital to successful collaboration.

In evaluating whether a program involves home/school/community, the teacher/caregiver asks -

Are families treated with respect and as equals?

Is regular and frequent communication between home and school established through a variety of formal and informal means?

Is ongoing communication valued and individualized to different family circumstances?

Do parents of all lifestyles, economic and educational levels, cultures, and ethnicities feel they are partners in the education of their children?

Do parents and teachers share their expectations and values?

Do parents and teachers share their goals for the child and plan jointly for reaching those goals?

Are parents informed about concepts being studied at school and encouraged to expand upon these concepts?

Are families encouraged to share their talents, interests, or experiences?

Are families welcomed in the classroom as observers or participants?

Does the teacher extend and support experiences, learnings, and attitudes the child brings from home?

Are school staff aware of resources in the community which strengthen the classroom program or which support families?

Do school staff members provide continuity between school and community services?

Do school staff collaborate with community agencies and businesses to strengthen families?

Do school staff communicate with and seek participation from non-parents in the community?

Do written comments on the child's work serve as a way to reinforce the child and to convey to parents the child's strengths?

3. Interactions with Others

Through interaction with others the child acquires and grows in self-awareness, self-knowledge, and self-image. The child learns about other people through interaction and begins to build ever-expanding and deepening relationships.

In these relationships with others, the child grows in abilities to cooperate, to negotiate, to lead and follow, to be a friend. Interaction with other children is an integral part of early learning and increases the child's knowledge of self and others.

To foster positive interaction which supports development, teacher/caregivers -

are accessible, respectful, and responsive to children,

establish a nurturing climate through demonstrating a welcoming, caring attitude,

model positive and supportive interaction with children and adults, e.g., gentleness, calm, empathy, helpfulness, praising, welcoming, use nonverbal supports such as a touch on the shoulder, a wink, a smile, a nod, a wave,

arrange an environment that is conducive to interaction:
  organize space and equipment to promote group activities,
  supply intriguing objects, issues, or ideas to stimulate conversation,
  provide opportunities for small groups or pairs of children to interact;

respond to child-initiated interaction by
  giving full attention,
  discerning importance of the topic to the child,
  taking time to listen,
  encouraging dialogue with questions and comments;

provide level of assistance that supports the child's maximum effort by offering a guiding suggestion, allowing the child to accomplish a task with the least possible adult help, supplying needed tools or equipment,

encourage self-awareness and self-control by providing many opportunities for making choices,

recognize that children have varied reasons for seeking out adults, e.g., wanting a listener, looking for attention, needing reassurance, wanting to engage in an activity, seeking information, or requiring physical help,

recognize that listening closely to a child provides information useful to the adult in supporting the child's learning,

try to take the child's perspective while
  suspending judgment when listening,
  listening for underlying feelings or messages,
  checking perceptions by reflecting back what the child has said;

respond promptly and supportively to indications of need from the child,

acknowledge the child's requests, and if necessary, respectfully explain reasons for delaying response, but follow up on a promise to respond later,

show the special importance of the child's needs through warm, friendly attention during personal routines, such as dressing and eating,

initiate frequent conversations with individual children while
  maintaining a close physical presence,
  reducing difference in height,
  giving full attention,
  using a conversational tone,
  showing genuine interest;

provide the amount of time the child needs, e.g., waiting patiently, revising schedule if necessary, observing before intervening, praise in a way which gives specific information to the child, e.g., "You made Albert happy when you shared the book with him,"

use praise sparingly when the child is self-motivated and fully engaged in an activity,

use questioning strategies, e.g., open-ended questions (cannot be answered by yes or no), genuine questions (the adult doesn't already have the answer), testing (to find out what the child knows),

use peer tutors to help children who are having difficulty understanding or acquiring skills,

let children have opportunities to resolve differences and support one another,

encourage established friendships and the development of new friendships through
  allowing children to select companions at work and play
  arranging activities that pair children who may have common interests,
  involving the isolated child in a variety of groups,
  participating in the group to model and encourage social skills;

provide opportunities for children to use interaction skills (problem solving, negotiation, cooperation, teaming) through group projects,

give strategies to children who have behaviors that are socially ineffective, e.g., bullying, bossing, withdrawing, teasing, tattling,

discussing with children what is happening in their social interaction to help them
  understand and handle their feelings,
  identify the feelings of others,
  realize that common feelings are shared by all people.

In evaluating the quality of adult/child and child/child interaction, the teacher/caregiver asks -

Does the teacher enjoy the company of children?

Does the teacher show respect for other adults and children and treat them as equals?

Do children have frequent, individual opportunities to talk with the teacher?

Does the teacher show genuine interest in the ideas and activities of other adults and children?

Does the teacher engage in purposeful listening, friendly conversation, and supportive nonverbal interactions?

Does the teacher encourage dialogue with open-ended questions and expressions of interest?

Is there a balance of child-initiated and teacher-initiated interaction?

Are children working and playing together in small groups?

Is there laughter and an opportunity to see humor in daily events?

Does the teacher model and suggest appropriate ways to express feelings and ask for what is needed?

Are children given help in understanding the feelings of others?

Does the teacher allow children to resolve conflicts and support each other?

Do children have choices in selecting companions or groups?

Are friendships among children fostered?

Are work and play groups flexible in membership?

Does the teacher provide strategies and opportunities for the child having difficulty finding a friend or working within a group?

Are clear and realistic expectations and limits for classroom participation developed with children?

Do children have opportunities to make rules within their own peer group?

4. Integrated Curriculum

Athough knowledge in schools is divided into subject areas such as social studies, science, and art, this is an imposed order rather than the way people learn. Children's learning is a holistic process which draws from many content areas in any learning situation. Learning in one area reinforces or provides the basis for learning in another area, and builds confidence that allows the learner to move ahead in all areas.

To integrate curriculum, teacher/caregivers -

provide the creativity, insight, and energy to see relationships and help learners to interconnect content, develop thematic units bringing together knowledge and skills from many curriculum areas,

coordinate planning with other adults, e.g., resource teachers; music, art, media, physical education specialists; aides, school workers, and other teachers,

incorporate and connect into the ongoing curriculum the new learnings gained from parents or individuals who have special skills,

select concepts as a way of organizing information, e.g., change, patterns, growth,

encourage the use of creative or critical thinking skills in approaching all areas of knowledge,

analyze the content of a particular subject area to make connections with other subject areas in presenting information to children,

encourage children to look for connections and relationships between areas of learning,

promote projects through open-ended and cooperative activities that use a variety of learning skills and engage learners for several days or weeks,

apply what is being learned in a concrete way, e.g., through use of manipulative materials, field trips, collections of objects, play, reconstructions or reenactments,

schedule large blocks of time to integrate communication skills with content areas,

allow ample time to clarify and bring meaning to what is learned through conversation, listening, questioning, reporting, commenting,

provide interdisciplinary approaches through organizing the environment to include

- display materials, e.g., bulletin boards, shelves, table tops;
- information resources, e.g., books, models, maps, videos;
- tools, e.g., brushes, pencils, chalk, tools for cooking or construction;
- raw materials, e.g., clay, paint, paper, cloth, sand;
- containers, e.g., bottles, jars, boxes, baskets.

In evaluating whether a program has an integrated curriculum, the teacher/caregiver asks -

Does the teacher see learning as a holistic, ongoing process for self and child?

Is the teacher curious about all aspects of life, open to new ideas and approaches?

Does the teacher reflect upon meaning within experiences and interrelationships across experiences?

Is the teacher comfortable with saying "I don't know, but let's find out"?

Are large blocks of time used to relate new concepts to prior learning, to discover connectedness between areas of learning, and pursue extensions or further applications of the topics studied?

Are reading, writing, and mathematics seen as tools to use in other learnings?

Are skills common to several areas used to reinforce learnings, e.g., measurement, reading, graphing, experimentation, construction?

Is there a special focus on developing the strategies which can be applied to all areas of learning and become life skills, e.g., problem solving, scientific investigation, negotiation, creative thinking?

Are activities planned in a way that incorporates a number of skills and learnings, e.g., cooking, theater, field trip, media production, long-term projects, reports?

Do concrete experiences form the base for learning and are learners encouraged to make applications of abstract learnings to real-life situations?

Does the classroom climate encourage and support individual investigation of questions, concepts, and ideas?

Do teachers use questions as a way of stimulating creative and critical thinking or encouraging divergent responses?

Does the teacher plan jointly with other teachers and resource people to coordinate, consolidate, or elaborate on learning experiences?

5. Environment

The total context for learning is the environment. The child is immersed in the environment and learns from it at conscious and unconscious levels.

The young child interacts with the environment and the people and things in it to acquire basic knowledge and develop concepts or understandings.

The child's self-initiated play is a primary means of cognitive growth and learning in the physical, social, emotional, and language areas. Play creates opportunities to gain essential learnings through environmental interactions and to creatively recombine experiences into new ideas and adventures.

Play provides -

a serious experimentation with future roles, relationships, and responsibilities,

a way of negotiating and solving problems with others,

a place to create one's own rules and learn to be self-governing,

a place to experience living within a rule structure,

a framework for integrating and generalizing learnings to everyday situations,

a time to use information and skills acquired in more formal learning settings,

space to imagine, pretend, and invent,

a basis for creative thinking ("playing around with ideas"),

a chance to lead and a chance to follow others,

a self-motivated activity which brings renewal and joy.

Teacher/caregivers contribute to the child's play by -

recognizing the importance of play for social, emotional, cognitive, and physical growth,

allowing time and space for play,

recognizing the important learnings that occur in play and building on them afterwards,

understanding that play does not need adult direction,

observing the child at play to gain knowledge of the child's interests, developmental levels, friendships,

modeling and encouraging playfulness,

accepting, respecting, and taking seriously the child's play, helping to find materials that augment what the child is accomplishing in play,

occasionally entering into the play of children as an equal participant.

Teacher/caregivers see only part of the child's interaction with the environment through play. The child's play at home or in the neighborhood can be an opportunity to practice skills learned at school and to generate new interests to share in the planned learning environment.

Planning a Learning Environment

Although everything in the environment forms a context for learning, the environment developed by teacher/caregivers builds on and expands children's day-to-day experiences while incorporating learnings and values important to society such as competence, confidence, and self-direction.

The adaptive and supportive environment needed to help children attain the model learner outcomes takes a great deal of preplanning. Observation and replanning by the teacher/caregiver in consultation with the children will give them ownership in the learning community.

When a functional environment has been arranged, it provides benefits for the teacher/caregiver in three areas:

a. **teaching** through arrangement of materials to help learners see relationships, make connections among ideas, and choose activities;

b. **guiding behavior** through arrangement of furniture, equipment, and materials;

c. **managing tasks** by facilitating routines through sharing responsibilities with children; by promoting independence in obtaining, returning, and caring for materials; by supporting smooth and independent transitions.

Using the environment in this way frees the teacher/caregiver to engage in more satisfying and rewarding activities such as interacting with individuals and small groups, participating in children's activities, and observing and recording development of individual children.

Major elements for teacher/caregivers to use in planning the learning environment include:

1. **Space**
2. **Learning Materials and Equipment**
3. **Learning Experiences**
4. **Time**

1. Space

The program setting sends clear messages about expectations for behavior and use of the environment. When the planned learning environment reflects and reinforces the goals of the program and developmentally appropriate practice, it becomes a powerful teaching tool and a way of predicting, influencing, and managing behavior.

Three aspects of space to consider are:
- places where children can work and play
- adequate space around these work areas
- clear paths which are created for traffic flow.

Diverse and flexible use of space adapts the setting to many purposes, contributing to individualized planning and an integrated curriculum. Places where children can work change in response to learners' interests, needs, and development. Changes need to occur in a context of stability or predictability which provides security in the environment.

Creativity, aesthetic appreciation, and the cognitive outcomes of thinking, reasoning, experimenting, and solving problems can be encouraged and supported through flexible use of space. Both indoor and outdoor space is arranged to promote physical development and social interaction. Personal outcomes of autonomy, risk-taking, health and safety, and independence are accomplished when space is arranged to encourage individual effort.

Supporting development at many levels requires large groups, small groups, and individual spaces for children. Children often find their own locations in the room which become work/play areas. These may be spaces on the floor, under a desk, or in a protected corner.

The arranged environment reflects the particular groups of adults and children working and learning in that setting. The environment will also reflect a sensitivity to special needs of individuals within the group.

An appealing environment is warm and comfortable, attractive, and welcoming. A child sees interesting things to do, spaces that are cozy and inviting, a world that is at the child's level.

2. Learning materials and equipment

The arrangement and display of materials supports integration of the curriculum. Loughlin and Suina (1982) suggest a "provisioning framework" for equipping a classroom through the use of six categories:

- **Raw materials** such as clay, sand, water, fabrics, paper, and construction materials

- **Tools** such as staplers, rulers, brushes, scissors, binoculars, pencils

- **Information sources** such as books, charts, pictures, models, living things

- **Containers** such as boxes, jars, baskets, folders, envelopes, racks, cages, trays
- **Work spaces** such as tables, floors, mats, easels, charts
- **Display facilities** shelves, racks, easels, bulletin boards, frames.

This framework allows for integration and application of learnings to various materials and situations. Distributing materials from each category throughout the classroom will enhance integration of learnings.

For example, a child or children in one work space may use fabric, scissors, boxes, objects from nature, rulers, and books to explore, to experiment, or to create a product with the opportunity to display the results for others. Learning domains which might be involved in this example include social interaction, fine motor development, measurement concepts, reading, writing, artistic expression, creativity and problem solving, independence, and cooperation.

Both **open-ended** and **closed** or **structured** materials are included in the environment. Open-ended materials meet the needs of children at all levels of development because the use of these materials is limited only by the child's imagination and creativity.

Closed or structured materials are designed for a specific purpose and challenge a child only when they are the right match for the child's developing skill. If these materials are too difficult, the child is discouraged; if they are too easy, the child is bored. Because these materials have one right way to be mastered, a good supply and a wide variety are needed to meet the varying developmental levels of the children in the group.

Some materials and equipment have a **single use**, such as a puzzle. Others are more **complex**, e.g., a book can be read, viewed for the pictures, listened to, or the pages can be turned for the enjoyment of their hinge-like quality. Single-use materials capture children's attention for short periods of time. However, when they are juxtaposed with other materials, they increase the child's interest and attention because they allow the child to create a relationship between or among them.

An adequate supply of materials is essential to ensure a variety of choices for each child at the child's level of development. Materials may be old but in good repair and should be sturdy, clean, non-toxic, and appealing. Materials may be homemade, found, or commercial.

Materials are presented attractively at child height, in varying combinations that invite creative use. The child can see and reach all materials easily and knows what is available to expand or extend activities.

Age-appropriate props, toys, and equipment are chosen to encourage creative, cooperative, or independent play. Games are provided to enable children to play by rules or to negotiate rules and to work in pairs and small groups.

3. Learning experiences

Child-selected or teacher/caregiver-planned learning activities are the primary method of integrating curriculum and providing an experience base for concept development. Activities include a diversity of approaches to meet individual learning styles.

Child-selected learning activities provide opportunities for independent learning, consolidation of previous learning, extension of learning to new areas, sustained interest, and practice opportunities to refine skills. The teacher/caregiver's role in this type of learning is informal and supportive of child-choice activities.

When teacher/caregivers plan for a whole group activity, the activity includes information at many different levels. One goal is for the group to have a common experience and to share a common source of information. However, each child will experience the activity somewhat differently because of individual development, interest, previous experience, and perception. A teacher/caregiver's secondary goal for a group activity is to find specialized interests for particular children which can be extended further on an individual basis.

4. Time

The dynamics of a program are important as teacher/caregivers respond to individual and group rhythms through: high intensity balanced by flowing types of activities, active/quiet times, short/extended projects. Flexible scheduling can accommodate both a child who needs more time on a particular task and a child who can finish that task quickly.

A sensitivity to individuals and groups who require an extended period of time to work in depth on a project allows for real involvement, high interest, and learning. Teacher/caregivers plan flexible schedules using blocks of time rather than short segments.

Transition times are well-planned, flexible, and support the program goals. In following a schedule, the teacher/caregiver adapts to the needs and interests of the children at particular times and on particular days. Taking the time to build upon a child's spontaneous contribution builds confidence and self-esteem, extends and expands learnings, and shows respect for the child.

Finding time to observe the actions and interactions of children in a learning setting gives teacher/caregivers opportunities to assess individual children's progress. It also provides feedback to the teacher/caregiver about whether the learning plans and environmental arrangements are working.

Evaluating the Learning Environment

In evaluating the environment, the teacher/caregiver reviews the

use of space.

Do different configurations of furniture lend themselves to private, paired, or small group work?

Is there private space for child belongings and private space for adult belongings?

Does everything in the room make sense from the height of the child?

Is there sufficient space surrounding the work areas?

Do clear pathways define work space and traffic areas?

Is the environment arranged so that individuals with special needs are able to participate in all activities?

In evaluating the environment, the teacher/caregiver reviews the

use of materials and equipment.

Are chairs, tables, and equipment comfortable, correctly sized, and manageable by the children?

Does the teacher have a comfortable, low chair?

Are books, writing materials, and creative materials distributed throughout the room?

Do children have access to materials, know where they are and how to return them, and how to clean-up an area?

In the environment, are there soft elements such as animals, plants, cushions, stuffed toys, rugs, lamps, a rocking chair, sand, water, playdough, clay, pictures?

Are both open-ended and closed materials always available?

Are both single-use and complex materials in evidence?

Do materials lend themselves to concrete learning, manipulation, and experimentation?

Are materials used, respected, and kept in repair?

Are raw materials, tools, information resources, containers, display facilities available throughout the room?

Does the environment include materials that appeal to all of the senses, have a variety of textures, things to smell, listen to, and taste?

Are found and natural collections of materials used?

Are dramatic play areas supported with a variety of props?

Have children displayed their own work?

Is the outdoor area equipped and arranged for challenging and creative play?

In evaluating the environment, the teacher/caregiver reviews the

learning experiences.

Is each child able to select from a range of learning experiences or activities and a variety of work partners?

Are the experiences at the appropriate developmental level for individuals and groups?

Do the activities support time spent in wondering and observing as well as actively participating?

Is the child occasionally allowed to choose not to participate in an activity?

Is there a balance of child-choice and teacher-planned activity?

In teacher-planned activities, is information presented at many different levels?

Are activities reflective of a variety of learning styles, diverse cultures, and previous experiences?

In evaluating the environment, the teacher/caregiver reviews the

use of time.

Are children aware of the plans for the day through conversations, planning time, posted schedules, and announcements?

Is the pacing of the program sensitive to variations among children in their need for time?

Is there flexibility of scheduling within the planned time blocks?

Are transition times smooth, flexible, or individualized and also used as learning times?

Are routine activities valued for developing independence, self-help, socialization, and relaxation?

Is there a balance among high/low intensity, active/quiet activities during the learning time?

Is time allowed for ongoing activities which engage children for an extended period of time?

The teacher/caregiver brings together all of the components in the learning environment to make it responsive to individuals and groups of young learners. Careful and systematic observation, planning, and evaluation enable the implementation phase of the program to:

meet the individual needs, interests, and learning styles of children;

integrate learning across all developmental areas;

foster exploratory learning, creative thinking, and critical thinking;

build confidence and competence;

facilitate personal development and social growth.

Teacher/Caregiver: Identity and Emerging Role

The teacher/caregiver of the child is -

A decision maker
A professional and a lifelong learner
A nurturer
A significant other for the child
A mentor, guide, and model
A playful person
A visionary and a futurist
A global thinker
An advocate for every child
A risk-taker
A facilitator and a connection-maker
A dweller in the world of ideas
A manager of practical necessities
A challenging colleague
A collaborator
A creator

In any teaching day teacher/caregivers make multiple decisions, sometimes under hurried conditions, with confidence in themselves and trust in their own best judgment.

Awareness of patterns of young children's development and of the learner outcomes enable the teacher/caregiver to plan a rich program for the entire group. Discovering the background, needs, interests, and abilities of each child in the group enables the teacher/caregiver to adapt the program to individuals.

While the same long-term goals and learner outcomes are appropriate for all children, the teacher/caregiver adapts the strategies, experiences, and materials of the learning plan to help each child meet those goals.

Monitoring each child's development and progress in the program through recorded observations, the collection of work samples, anecdotal records, and informal evaluations provides the basis for adapting and replanning both for individuals and for the entire group.

Adapting to Change in Teaching

The model learner outcomes in early childhood education reflect current research on how children learn, while existing practices are often based on different assumptions about how learning occurs. Changing teaching practices to reflect new beliefs and understandings is a deeply personal process. The teacher/caregiver may first recognize that children's needs are not being met by present practices.

The next step might be to learn more about new beliefs and understandings through reading, workshops, and observation of others' teaching. The teacher/caregiver begins the process of change by questioning present practices, at first privately and then more publicly, with the support of like-thinking colleagues.

Understanding often moves ahead of the ability to change behavior, and thus the first experiments with new practices may bring feelings of inadequacy and frustration. The courage to persevere in seeking change begins with understanding and respecting one's own personal style.

For example, tolerance for noise levels, messiness, and unstructured activities need to be considered, as well as preferences for teaming, cooperative planning, child guidance, and collaboration with parents. Teacher/caregivers must be patient with their own rate of change.

Even when teacher/caregivers feel that changes are desired and necessary, first efforts at change may not feel as comfortable or be as successful as old ways. Courage! We may reach for a star and find it beyond our grasp at first attempt, but this adventure still allows a higher and longer reach than ever dreamed of.

Chapter Five

Outcomes and Indicators for Assessing Development and Learning

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Think of the ocean with its powerful waves,
each wave made up of many drops of water.
Alone each drop is nothing,
but together they form the mighty ocean
which supports life, bears up ships,
carves and shapes the environment.

In somewhat this same way,
Early childhood outcomes are the powerful movements
of development and learning
while each early childhood indicator
is a single accomplishment—and together
they make a strong individual
who functions in complex ways.

Development and Learning

Human development as a concept is seen as sequential and occurring by certain chronological ages. Develop ment as it actually occurs is not entirely predictable.

Individual children move through developmental stages at different rates. Children also vary in the evenness of growth across physical, social, emotional, or intellectual areas.

Children may

exceed norms in one area
and have normal or delayed development in others;

have developmental delays and
never attain "age-appropriate" behavior;

have situational delays
and later catch up or surpass expectations;

excel in all areas of development.

Early Childhood Outcomes

Early childhood learner outcomes are found in Chapter Three. In broad strokes the dramatic development and major attainments of young learners in the first eight years of life are set forth in the model learner outcomes in early childhood education

Early Childhood Indicators

In greater detail the early childhood indicators found in this chapter present the developmental changes and new learnings that contribute to the competent nine-year-old. The indicators represent some of the most important accomplishments that individual children may achieve in the early years. These accomplishments are major steps toward attaining the model learner outcomes in early childhood education.

How Can the Early Childhood Learner Outcomes and Indicators be Used?

Early childhood learner outcomes are found in Chapter Three. The indicators are presented in this chapter. Outcomes and indicators identify age-appropriate and individually appropriate learning for children from birth to age nine. They are not a grid into which to fit children.

Each child deserves a program that respects the child's unique needs and characteristics. Early childhood learner outcomes and the indicators provide direction for early childhood programs in school districts, Head Start centers, child care centers, and all places adults are providing education and care for young children.

Learner outcomes and indicators -

provide a basis for planning an appropriate curriculum that supports all areas of a child's development through an integrated approach: personal, social, cognitive, physical, communication, and aesthetic/creative;

provide a scope of program offerings to be integrated through the child's experiences into a functioning whole,

are not divided into subject areas because any activity that stimulates one dimension of development and learning stimulates all other areas,

provide a helpful tool to observe and understand a child's unique growth in the context of common developmental trends,

allow teacher/caregivers to provide the appropriate match between what the child is able to do now and what new learnings the child could be encouraged to explore.

Organization of the Early Childhood Indicators

In this chapter, the early childhood indicators are organized in three different ways.

1. **Early Childhood Learner Outcomes and indicators by age levels are shown for each domain.**

   This first format focuses on the content of each domain and presents the total scope of learning which occurs at each level. This display is useful in assessing program continuity and in evaluating programs.

- Personal Domain
  - Birth Through 15 Months
  - At Age 2.5 Years
  - At Age 4.5 Years
  - At Age 6.5 Years
  - At Age 9.0 Years
- Social Domain
  - Birth Through 15 Months
  - At Age 2.5 Years
  - At Age 4.5 Years
  - At Age 6.5 Years
  - At Age 9.0 Years
- Physical Domain
  - Birth Through 15 Months
  - At Age 2.5 Years
  - At Age 4.5 Years
  - At Age 6.5 Years
  - At Age 9.0 Years
- Cognitive Domain
  - Birth Through 15 Months
  - At Age 2.5 Years
  - At Age 4.5 Years
  - At Age 6.5 Years
  - At Age 9.0 Years
- Aesthetic/Creative Domain
  - Birth Through 15 Months
  - At Age 2.5 Years
  - At Age 4.5 Years
  - At Age 6.5 Years
  - At Age 9.0 Years
- Communication Domain
  - Birth Through 15 Months
  - At Age 2.5 Years
  - At Age 4.5 Years
  - At Age 6.5 Years
  - At Age 9.0 Years

2. **Indicators are displayed by age across each domain**

   This second format focuses by age level on all domains. This format is useful in planning for a group of children. A balanced program will take into account each domain of learning and development.

- Birth Through 15 Months
  - Personal Indicators
  - Social Indicators
  - Physical Indicators
  - Cognitive Indicators
  - Aesthetic/Creative Indicators
  - Communication Indicators
- At Age 2.5 Years
  - Personal Indicators
  - Social Indicators
  - Physical Indicators
  - Cognitive Indicators
  - Aesthetic/Creative Indicators
  - Communication Indicators

At Age 4.5 Years
  Personal Indicators
  Social Indicators
  Physical Indicators
  Cognitive Indicators
  Aesthetic/Creative Indicators
  Communication Indicators

At Age 6.5 Years
  Personal Indicators
  Social Indicators
  Physical Indicators
  Cognitive Indicators
  Aesthetic/Creative Indicators
  Communication Indicators

At Age 9.0 Years
  Personal Indicators
  Social Indicators
  Physical Indicators
  Cognitive Indicators
  Aesthetic/Creative Indicators
  Communication Indicators

3. Indicators for all age levels of a unit are displayed by domain.

This third format focuses on single units within domains and presents the total scope of learning for all age groups. This format is useful in individualizing for children:

> noting a child who exceeds the age-norms and planning enrichment activities;
>
> providing additional help for a child who is lacking an age-appropriate skill;
>
> selecting individually appropriate activities for children;
>
> realizing that almost every child has uneven development across the units.

Personal Indicators
  Emotional Development
  Independence
  Self-Concept
  Health and Safety
  Moral Development

Social Indicators
  Sense of Self
  Social Relations
  Social Skills

Physical Indicators
  Gross Motor
  Fine Motor

Cognitive Indicators
  Attention
  Curiosity
  Perception
  Memory
  Problem Solving
  Logical Thinking

Aesthetic/Creative Indicators
  Creates
  Responds
  Evaluates

Communication Indicators
  Receptive Communication - Nonverbal
  Receptive Communication - Listening
  Receptive Communication - Reading
  Expressive Communication - Nonverbal
  Expressive Communication - Speaking
  Expressive Communication - Writing

I. Early Childhood Outcomes and Indicators by Age Levels Birth To Nine Years For Each Domain

1. Personal Outcomes
Birth to Nine

The child moves

from total dependence
to a growing independence and self-reliance;

from uncontrolled expressions of feelings and emotions
to the ability to describe feelings verbally;

from a lack of self-awareness,
to seeing one's self as a growing individual with self-confidence,
self-understanding, and a range of potential roles;

from depending on others for care and protection
to assuming increased responsibility for personal health and safety;

from an inability to choose
to a growing ability to make responsible choices
affecting self and others.

from random and spontaneous awareness
to becoming a self-motivated learner.

Personal Indicators: Birth Through 15 Months

Emotional Development

1. Expresses several clearly differentiated emotions: pleasure, anger, anxiety, or fear
2. Mirrors emotions of others

Independence

1. Begins to meet own needs, e.g., puts self to sleep, amuses self with objects, calms self
2. Asserts self

Self-Concept

1. Distinguishes self from others

Health and Safety

1. Responds to prohibitions, e.g., "hot," "no"
2. Relies on adults for protection

Moral Development

(Not applicable)

Personal Indicators at 2.5 Years

Emotional Development

1. Uses emotions in attempt to express needs and desires: anger, rage, pouting, eagerness, joy, glee
2. Is just beginning to express emotions verbally, e.g., "yuck," "hate you," "love you"
3. Laughs at non-threatening incongruities, e.g., disappearing objects or funny movements
4. Responds to praise
5. Is beginning to sense and respond to emotions in others

Independence

1. Begins to indicate needs verbally and nonverbally
2. Begins to meet own needs, e.g., undresses and dresses self
3. Begins to entertain self with physical activities and objects
4. Responds to verbal cues to inhibit actions

Personal Indicators at 2.5 Years

Independence - Continued

5. Develops a sense of autonomy through assertiveness

6. Has the ability to separate from primary caregiver

Self-Concept

1. Shows pride and pleasure in new accomplishments, e.g., climbs, scribbles, sings

2. Has an emerging sense of self, e.g., admires own appearance, identifies own space and possessions

Health and Safety

1. Takes an interest in performing health routines, e.g., washing hands, brushing teeth

2. Trusts an adult to give accurate information about safety hazards

3. Uses an adult as support in situations perceived as threatening

Moral Development

1. Begins to have an awareness of what is acceptable and unacceptable

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Personal Indicators at 4.5 Years

Emotional Development

1. Is increasingly competent in recognizing, understanding, and labeling own emotions if labels have been learned
    a. anger
    b. happiness
    c. sadness
    d. fear or surprise

2. Is beginning to use words instead of actions to express emotions

3. Responds to others' emotions, e.g., shows empathy

4. Is beginning to self-regulate and handle emotions appropriately

5. Uses play to understand and respond to own feelings, to explore emotional states, and to practice new skills

6. Begins to see humor in everyday situations and in stories and pictures

7. Responds to praise and criticism

Personal Indicators at 4.5 Years

Independence

1. Begins to meet own needs, e.g., eating, dressing, toileting, and grooming
2. Begins to meet own entertainment needs
3. Begins to exercise self-control with encouragement
4. Separates from primary caregiver
5. Accepts other adults for support and nurturing
6. Demonstrates emerging independence:
   a. communicating physical needs verbally
   b. asserting self with increasing confidence

Self-Concept

1. Begins to experiment with own potential, e.g., tries out adult roles and imitates other children
2. Finds satisfaction in own capabilities
3. Is developing awareness of self as having certain abilities, characteristics, and preferences
4. Has a beginning awareness, knowledge, and acceptance of own gender and ethnic identity

Health and Safety

1. Begins to be aware of basic health habits, e.g., rest, nutrition, exercise, hygiene
2. Begins to identify potential health and safety hazards, e.g., electricity, water, traffic, poisons, tools and equipment, strangers, unfamiliar animals, dangers in the environment, weather
3. Is beginning to identify and use appropriate safety and emergency practices, e.g., wearing seat belts, dialing 911, avoiding strangers
4. Is able to identify differences between appropriate and inappropriate touch between self and adult
5. Responds to adult inquiries about changes in body health, e.g., abuse, injury, illness
6. Is beginning to move safely through space, being aware of self, others, and environment

Moral Development

1. Begins to recognize what needs to be shared and what can be owned
2. Begins to develop a sense of fairness, e.g., taking turns, sharing a treat

Personal Indicators at 6.5 Years

Emotional Development

1. Continues to identify, express, and think of solutions or actions for personal feelings

2. Begins to cope constructively with various emotional states:
   - a. rejection
   - b. disappointment
   - c. failure
   - d. frustration
   - e. success
   - f. excitement

3. Begins to understand and accept various emotional responses from others

4. Shares feelings of others

5. Recognizes humor in everyday situations and expresses humor in word play, jokes, and actions

6. Is sensitive to praise and criticism from adults and peers

Independence

1. Continues to achieve self-control through: self-observation, self-guidance, and setting realistic limits on own actions

2. Continues to demonstrate emerging independence by:
   - a. meeting own physical needs, e.g., hunger, cold, wet
   - b. communicating physical needs
   - c. relying on self to take care of daily routines such as eating, dressing, toileting, and grooming

3. Begins to meet own needs for entertainment, e.g., organizing or joining peer groups, selecting programs, choosing activities

4. Begins to meet responsibility for assigned tasks or chores with reminders

5. Continues to develop self-control, e.g.,
   - a. follows rules
   - b. anticipates consequences
   - c. can internalize values

6. Begins to experience self-satisfaction from following through on own interests

7. Seeks out other adults for support and nurturing

8. Continues to develop independence through:
   - a. asserting preferences
   - b. judging fairness
   - c. voicing dissent

Personal Indicators at 6.5 Years

Self-Concept

1. Continues to explore new roles and possibilities
2. Enjoys and takes pride in doing something well
3. Growing confidence in self as a capable individual
4. Continues to develop understanding and appreciation of own growth and change
5. Begins to evaluate own activity
6. Is comfortable with own body, sex, self, and personal role

Health and Safety

1. Shows increasing understanding and use of positive health habits, e.g., rest and relaxation, nutrition, exercise, hygiene
2. Continues to identify potential health and safety hazards, including chemical use/abuse
3. Is increasingly able to use correct emergency and safety procedures
4. Identifies changes in body health and shares this information with an adult
5. Is beginning to treat own and others' bodies with respect and begins to understand appropriate and inappropriate touch
6. Makes use of preventive health habits, such as washing hands, covering mouth

Moral Development

1. Acts in ways that reflect a knowledge of other's rights
2. Grows in awareness of need to balance individual and group rights
3. Grows in ability to apply sense of fairness to a social context, e.g., everyone should have a place to live

Personal Indicators at 9.0 Years

Emotional Development

1. Is continuing to expand strategies for constructively coping with rejection, disappointment, failure, frustration, success, praise, excitement
2. Shares emotions of others showing sympathy, joy, caring
3. Is continuing to develop a sense of humor
   a. recognizes humorous situations
   b. tells jokes and funny stories
4. Extends entertainment opportunities to include new areas, locations, and groups
5. Begins to achieve self-control through:
   a. self-observation
   b. self-guidance
   c. setting realistic limits on own actions
   d. relating actions to values
6. Is developing the capacity to be self-motivated
   a. can work without praise
   b. can evaluate own efforts
   c. chooses to learn
7. Is learning to accept the need for delayed gratification, e.g.,
   a. waits for attention, turns, or a chance to speak
   b. plans or works for a future reward
   c. can defer pleasures or needs when the need for delay is understood
8. Gains self-sufficiency through use of adults and peers as resources
9. Shows assertiveness in defending personal rights and beliefs

Independence

1. Is developing an ability to act responsibly, e.g.,
   a. completes tasks without being reminded
   b. takes care of personal possessions
   c. takes care of immediate environment
   d. continues to develop self-care skills
2. Uses public or private transportation to extend personal environment
3. Communicates by phone and mail to expand personal contacts

Independence - Continued

10. Is interested in accomplishment and beginning to understand process:
    - a. seeing the goal
    - b. organizing work
    - c. attending to detail
    - d. revising and redoing, as necessary
    - e. bringing a task to completion

Self-Concept

1. Continues to see self as a person with a range of potential roles
2. Has an appreciation of own worth
3. Is a risk taker
    - a. not afraid to be different
    - b. able to laugh at self
    - c. seeks new experiences
    - d. has courage to try
4. Increases ability to evaluate own work
5. Values own sex role

Health and Safety

1. Takes conscious responsibility for health habits, e.g., personal hygiene, rest and relaxation, nutrition, exercise
2. Understands the importance of avoiding misuse of alcohol, drugs, and tobacco, and of preventing the spread of communicable diseases
3. Takes conscious responsibility for safety habits, e.g., bicycle, fire, skateboard, or water safety.
4. Is beginning to take conscious responsibility for nutrition habits, e.g., healthful snacks, balanced meals, breakfast
5. Begins to understand the relationship between care of self and wellness
6. May promote health and safety practices zealously, e.g., eliminating smoking, preserving the environment

Moral Development

1. Acts to safeguard rights of others
2. Has beginning awareness of ethical or unethical behavior
3. Judges actions of others
4. Begins to apply ethical standards to own behavior
5. Has an emerging awareness of social issues, e.g., threats to health, safety, and the environment; personal and property rights; homelessness, and world hunger

2. Social Outcomes
Birth to Nine

The child moves from no realization of a difference
between self and others,
through a primary concern for self,
to a level of concern for others.

The scope of social interactions moves from early bonding
with a significant adult,
through experiencing self as a part of family,
to friendships and participation in the larger world.

In relationships with others,
the child grows in abilities to cooperate,
to serve as a resource, to negotiate,
to lead and follow, to be a friend.

Social Indicators: Birth through 15 Months

Sense of Self as a Social Being

1. Differentiates self from another
2. Mirrors emotions of others
3. Imitates things the caregiver does
4. Relies on adult for physical and emotional support
5. Shows affection for familiar person

Social Relations

1. Responds to or initiates games, e.g., "pat-a-cake," blowing bubbles, turn-taking games
2. Can be comforted by familiar adult when distressed
3. Demonstrates an interest in adults and children

Social Skills

1. Differentiates between familiar and unfamiliar people
2. Is beginning to adapt to stimulation of various people and places
3. Anticipates rituals and routines
4. Uses others to get basic needs and desires met
5. Explores objects with another person as a basis for establishing personal relationships

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Social Indicators at 2.5 Years

Sense of Self as a Social Being

1. Is increasingly aware of others as distinct from self
2. Is aware of others' feelings
3. Imitates behavior of adults and peers

Social Relations

1. Demonstrates interest in playing with other children
2. Enjoys participating in small group activities for short periods of time
3. Labels some children as friends

Social Indicators at 2.5 Years

Social Relations - Continued

4. Begins to realize others have rights and privileges
5. Enjoys adult attention and approval
6. Expects adult support and help
7. Shows affection for familiar people
8. Is beginning to know who is in own family

Social Skills

1. Increasingly able to adapt to different people and environments
2. Begins to express some emotions appropriately and with increasing control
3. Begins to assert self appropriately in some situations
4. May verbalize some feelings

Social Indicators at 4.5 Years

Sense of Self as a Social Being

1. Begins to have empathy for others
2. Demonstrates a sense of trust through:
   a. seeking help and assistance
   b. seeking emotional support from adults

Social Relations

1. Has increasing interest in being with other children
2. Begins to enjoy and function successfully as a member of a group

Social Relations - Continued

3. Develops close friendships
4. Begins to give and receive support from other children
5. Confides in adults
6. Is beginning to understand concepts of family and neighborhood

Social Skills

1. Recognizes, understands, and labels some emotional states in others

Social Outcomes at 4.5 Years

Social Skills - Continued

2. Uses play to explore, practice, and understand social roles
3. Behaves in a way which reflects a beginning understanding of others' rights and privileges, e.g., following rules, sharing, turn-taking, sometimes relating to others in reciprocal ways
4. Successfully initiates contacts with peers and sustains interaction by cooperating, helping, sharing, expressing interest
5. Attempts to solve problems with others through language
6. Begins to show acceptance of similarities and differences among people, e.g., gender, ethnicity, age, disability
7. Engages in helpful tasks
8. Imitates behavior

Social Indicators at 6.5 Years

Sense of Self as a Social Being

1. Begins to gain satisfaction from giving things and doing things for others
2. Has a sense of self as a member of a group

Social Relations

1. Begins to prefer associating with children more than with adults
2. Begins to enjoy and function successfully as a member of a group
3. Develops close friendships
4. Begins to give and receive support from other children
5. Establishes friendly interactions with adults other than parents
6. Begins to understand concepts of family and neighborhood

Social Skills

1. Begins to understand and respect that others may have a different point of view

Social Outcomes at 6.5 Years

Social Skills - Continued

2. Becomes aware of a variety of roles, careers, attitudes, and cultural values
3. Continues to expand social skills, e.g., cooperates, makes use of rules, expresses interest in others
4. Sustains friendships and expands circle of friends
5. Is beginning to find constructive ways for solving problems and conflicts without adult assistance
    a. apologizes or makes restitution
    b. compromises
6. Begins to accept mistakes in self and others
7. Accepts and is sensitive to individual differences among people, e.g., gender, ethnicity, age, disability
8. Begins to adjust behavior in accord with social expectations
9. Begins to make independent decisions about whom to trust
10. Begins to play and work cooperatively in small and large groups
    a. produces a product
    b. works in assigned groups
    c. works with self-selected groups
    d. takes turns and shares
11. Appreciates, accepts, and interacts with people of all cultures
12. Tries out and tests relationships with friends and others

Social Indicators at 9.0 Years

Sense of Self as a Social Being

1. Is increasingly independent of adults
2. Is developing a sense of community with others

Social Relations

1. Needs and enjoys caring adults who are present but not controlling
2. Wants to belong to groups, but groups remain flexible

Social Indicators at 9.0 Years

Social Skills - Continued

3. Tends to select same-sex peers as friends

4. Develops longer-lasting peer relationships and friendships

5. Interacts with an expanding environment, including extended family, school community, neighborhood, and city

7. Appreciates diversity among individuals:
    a. strengths/limitations
    b. handicapping conditions
    c. maturation
    d. language variations
    e. cultural heritage

8. Is becoming aware of the importance of being a good sport

Social Skills

1. Continues to develop an appreciation of others' worth and dignity

2. Continues to develop a sense of effective human relations, e.g., being a friend, accepting and valuing differences, empathy

3. Acknowledges the multiple roles, contributions, and abilities of males and females

4. Continues to expand social skills, e.g., understands a need for rules and structure, suggests and negotiates rules

5. Cooperates in pairs and groups through both leading and following

6. Requires less direct supervision in all areas, e.g., home, learning, neighborhood

3. Physical Outcomes - Birth to Nine

Through exploring and manipulating the environment,
the helpless and dependent baby
grows into a self-sufficient and competent child of nine.

From being carried by another,
through taking the first faltering steps,
the child moves to coordinated mastery of physical movement.

From random thrashing movements,
through increasingly purposeful use of hands,
to skillful, precise, and coordinated use of tools and technology,
the child becomes a contributing member of the human family.

Physical development enhances cognitive growth
as real actions bring understanding to abstract concepts.

Physical Indicators: Birth through 15 Months

Gross Motor

1. Maintains midline head control
2. Rolls over
3. Crawls, creeps, or scoots
4. Moves to sitting position
5. Sits alone independently
6. Pulls to stand through half-kneel position
7. Crawls upstairs
8. Crawls downstairs backwards
9. Stands independently
10. Takes steps with support
11. Walks

Fine Motor

1. Reaches for object
2. Picks up object or food with palmar grasp
3. Independently releases objects
4. Transfers objects hand to hand
5. Reaches, grasps, and puts objects in mouth
6. Pushes, pulls, and throws objects away from self
7. Manages more than two small objects with hand/grasp
8. Isolates an index finger for poking or pushing small toy
9. Puts in and dumps out

Physical Indicators at 2.5 Years

Gross Motor

1. Walks backwards
2. Walks on uneven surfaces
3. Walks upstairs by placing both feet on each step and using support
4. Climbs
5. Sits self in small chair from standing position
6. Rides small toy, pushing with feet on ground
7. Traps a large ball

Physical Indicators at 2.5 Years

Gross Motor - Continued

8. Starts running
9. Moves to music

Fine Motor

1. Uses palmar grasp when scribbling
2. Uses neat pincer grasp to finger-feed self
3. Drinks from open cup with moderate spillage
4. Uses spoon for self-feeding with some spillage
5. Pulls zipper down
6. Paints with whole arm movement, shifts hands, makes strokes

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Physical Indicators at 4.5 Years

Gross Motor

1. Begins to develop control of body movement, e.g., hopping, jumping, balancing, swinging, bending, stretching, walking, running, climbing
2. Continues to develop body strength and stamina in pulling, pushing, climbing, swinging; walking, running, climbing
3. Begins to develop body coordination, e.g., galloping, jumping, swinging, balancing, leaping, pedaling, swimming, dancing
4. Continues to develop body flexibility, e.g., running, dancing, climbing, wiggling, stretching, bending, crawling
5. Continues to develop large muscle strength and coordination with large objects, e.g., throwing, bouncing, kicking, striking, pedaling, steering a vehicle, carrying, catching
6. Begins to move rhythmically to music
7. Begins to use equipment for physical development, e.g., slides, swings, jungle gyms, balls, bats, tricycles, sleds

Fine Motor

1. Developing small muscle control, e.g., threading, stacking, reaching, building, assembling, rolling, releasing, grasping, kneading, drawing, cutting, pasting

Physical Indicators at 4.5 Years

Fine Motor - Continued

2. Developing small muscle strength, e.g., pounding, kneading, pulling, using tools, rolling, squeezing, scrubbing, pumping

3. Developing eye-hand coordination, e.g., assembling, lacing, use of utensils, sewing, folding, tearing, tracing, dressing skills, cutting, painting, drawing, self-help skills, pressing buttons, pulling levers

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Physical Indicators at 6.5 Years

Gross Motor

1. Begins to coordinate multiple physical skills, e.g.,
   a. walking and hopping together become skipping
   b. jumping and rope turning become jumping rope
   c. grasping, swinging, and balance become batting

2. Begins to use physical skills in organized game activities

3. Continues to refine coordination of individual gross motor skills e.g., throwing, catching, running

4. While outside or in large open spaces, engages in playful activities that use a variety of physical skills (e.g., running, holding, balancing) which result in building strength, coordination, flexibility, and endurance

5. Is acquiring a conscious control of body and limbs and demonstrates many ways in which each body part can move

6. Organizes and uses body and objects to explore spatial concepts, e.g., over, under

7. Moves with smoothly integrated body actions in a spontaneous manner

8. Knows and applies safety precautions

9. Takes pride in own movements and involvement

10. Begins to respond to a variety of rhythmic stimuli through body movements

11. Is able to appropriately use equipment for physical development, e.g., climbing bars, bicycles, balls, bats, skates, playground equipment

Physical Indicators at 6.5 Years

Fine Motor

1. Refines small muscle control and coordination, e.g., drawing, cutting, folding, small-block and interlocking construction, threading, screwing, playing jacks and marbles
2. Continues to develop small muscle strength, e.g., hammering, digging, pushing, pulling, rolling, cranking
3. Begins to develop greater coordination in using writing tools, keyboards, dialing, remote controls, computer games
4. Has established hand dominance for right or left hand

Physical Indicators at 9.0 Years

Gross Motor

1. Exhibits more control over body through refining locomotor skills including skipping, hopping, jumping; catching, throwing, batting; balancing; climbing
2. Exhibits body strength and stamina in pulling, pushing, climbing, swinging; walking, running, climbing
3. Exhibits coordination and flexibility in running, dancing, climbing, crawling, skating, diving, swimming, biking
4. Continues to respond to a variety of rhythmic stimuli through body movements individually and in groups
5. Is able to appropriately use equipment for physical development, e.g., jump ropes, skateboards, balls, bats, bikes, parachutes; gymnastic apparatus; playground equipment,
6. Enjoys activity for its own sake individually and through team activities/sports
7. Is self-motivated to perfect physical skills through practice

Physical Indicators at 9.0 Years

Fine Motor

1. Refines control of small motor skills, e.g., aiming, writing, painting, keyboarding, video games, musical instruments, woodworking, and cooking tools

2. Applies and integrates skills of coordination and strength with increasingly complex daily activities

4. Cognitive Outcomes — Birth to Nine

The mind of the child is searching for meaning.
This drive, or yearning to know,
is the basis for intellectual development.

As the child attaches meaning
to perceived events and experiences,
each new event is incorporated
into the child's expanding image bank,
providing for new approaches to tasks.

The child moves from
a reliance on concrete objects and firsthand experiences
to an increasing ability to think more abstractly.

Through observing, listening, and making inferences
related to life experiences,
the child becomes capable of complex thinking.

Curiosity motivates the child to solve problems,
at first by trial and error
and later through using strategies, resources, and techniques
to test out hypothetical possibilities and find solutions.

The child learns to acquire, organize, and use information
in increasingly complex ways.

Cognitive Indicators: Birth Through 15 Months

Attention

1. Responds to own name
2. Responds to simple directions, e.g., "Where's kitty?"

Curiosity

1. Inquires into the environment through exploration and manipulation

Perception

1. Discriminates and adapts to sounds and visual stimulation in the outside world
2. Uses all five senses to gain information
3. Recognizes own image in the mirror
4. Perceives familiar objects after seeing only parts of them

Memory

1. Recognizes caregiver by voice
2. Recognizes objects and people
3. Imitates play demonstrated by others
4. Anticipates from cues or sounds routine activities, e.g., feeding, diapering

Problem Solving

1. Explores objects, e.g., grasps, puts in mouth, rolls on, stomps on
2. Manipulates objects to discover effects, e.g., shaking, banging, dropping
3. Positions self to reach and interact with environment
4. Protects self by placing hand up or turning away as an object comes close
5. Makes needs known through verbal and nonverbal cues

Logical Thinking

1. Purposefully reaches and grasps objects
2. Purposefully performs an action on an object to see the effect
3. Initiates an action to see another person react
4. Begins to retain the memory of an absent object, person, or event
5. Recognizes the possibility of an absent object or person to reappear

Cognitive Indicators at 2.5 Years

Attention

1. Has greater attention when touch and action are involved
2. Looks at storybook pictures with an adult
3. Returns to focus on something after being distracted
4. Attends when adult's attention is focused on child
5. Concentrates on activities of choice such as putting objects into a bottle
6. Attends to familiar songs, rhymes, and games
7. Matches like objects

Curiosity

1. Experiences self as an enthusiastic explorer of the environment
2. Experiences self as one who has some control of the environment
3. Investigates and inquires about everything experienced
4. Finds most things experienced worth knowing about

Perception

1. Continues to rely on five senses to gain information
2. Perceives rhythm in music and responds
3. Recognizes some colors
4. Recognizes miniatures as representatives of real, known objects
5. Assembles simple puzzles
6. Matches like objects

Memory

1. Learns routines and expects them in the environment
2. Begins to recall and label recent events, perceptions, and relationships
3. Begins to have a sense of what is acceptable and unacceptable based on external controls
4. Responds to mention of absent objects or people
5. Retains commands long enough to respond
6. Repeats parts of songs or poems

Cognitive Indicators at 2.5 Years

Problem Solving

1. Uses locomotor skills to satisfy curiosity and to meet needs
2. Beginning to use language to solve problems:
   a. makes needs known
   b. responds to verbal directions
   c. uses names of people and objects
   d. question through words or gestures
3. Initiates some self-care

Logical Thinking

1. Expects the absent object or person to reappear in the appropriate place or at the appropriate time
2. Sees similarities and differences in concrete objects, events, and persons
3. Begins to understand how objects can be ordered and events can be sequenced
4. Is able to group objects on the basis of a single characteristic by labeling, matching, and sorting

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Cognitive Indicators at 4.5 Years

Attention

1. Is increasingly able to focus on the relevant task
2. Is beginning to screen out distractions
3. Persists for longer periods of time on child-initated tasks
4. Focuses attention on adult-directed tasks for short periods of time
5. Can reproduce simple constructions from a model or after a demonstration
6. Shows increased attention when manipulating objects

Curiosity

1. Is eager to know and to do
2. Believes in self as a learner
3. Experiences self as one with increasing control of the environment

Cognitive Indicators at 4.5 Years

Curiosity- Continued

4. Finds excitement in discoveries
5. Is developing special interests
6. Continues to satisfy curiosity through exploration and manipulation

Perception

1. Recognizes and may label likenesses and differences in shapes, patterns, and figures
2. Reproduces visual patterns
3. Recognizes and may label likenesses and differences in sounds
4. Reproduces auditory patterns, e.g., clapping, singing
5. Begins to keep time to a rhythmic pattern
6. Is beginning to use a combination of perceptual cues in tasks requiring attention to dimensions such as color, shape, texture, or size

Memory

1. Describes: labels animate and inanimate objects, events, and processes
2. Gains increased ability to recall recent and past events, perceptions, relationships, labels
3. Begins to link past and present information
4. With assistance, is developing simple memory strategies
5. Is gaining skill in following directions
6. Remembers stories, poems, and songs

Problem Solving

1. Seeks information by observing, asking questions of people, and exploring available materials
2. Practices to refine skills and gain mastery of tasks
3. Uses real-world experiences and physical materials to solve problems
    a. measures through estimating using non-standard measures, e.g., string, blocks
    b. notices patterns recurring in the environment
    c. understands relationships between parts and whole
    d. uses counting to determine how much is needed
4. Begins to recognize difference between real and imagined events

Cognitive Indicators at 4.5 Years

Logical Thinking

1. Begins to organize information by:
    - a. classifying, e.g., grouping blocks by color or shape
    - b. quantifying, e.g., compares amounts of juice
    - c. ordering, e.g., arranges blocks by size
    - d. ranking, e.g., decides which is light, lighter, lightest
    - e. sequencing, e.g., tells what happened first, second, third
    - f. analyzing, e.g., looking at parts of a block structure
    - g. synthesizing, e.g., putting a puzzle together
    - h. seriating, e.g., biggest to smallest
2. Can use one object to represent another object which is not present, e.g., block to represent truck
3. Begins to understand symbols such as traffic signs, commercial logos, restroom signs
4. Relates or associates information by making simple comparisons and generalizations and by forming simple cause/effect hypotheses
5. Reasons and solves problems through inferring, concluding, beginning hypothesis testing, creative thinking, inventing

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Cognitive Indicators at 6.5 Years

Attention

1. Attends to relevant variable for longer periods
2. Beginning to attend to auditory and visual stimuli while still dependent upon tactile sense
3. Maintains attention through use of additional sensory perceptions in addition to touch

Curiosity

1. Likes to learn
2. Feels competent as a learner
3. Sees self as a contributing member of a learning community
4. Is eager to understand, see relationships, and find meaning in an expanding environment
5. Continues to identify special interests, e.g., hobbies

Cognitive Indicators at 6.5 Years

Perception

1. Continues to use the five senses separately and in combination to gather data and make finer discriminations
   a. uses visual, auditory, tactile/kinesthetic, taste, and smell to perceive properties, characteristics, and attitudes
   b. creates patterns and sees relationships in the living and non-living environments

2. Relies on the way of learning, or sensory modality, which is currently dominant

3. Practices using less dominant modalities of seeing, hearing, handling, tasting, or smelling

4. Begins to develop perceptual discrimination in using symbolic systems: e.g., numeric, alphabetic, musical, graphic, spatial

Memory

1. Remembers information, events, and experiences

2. Links past and present information

3. Develops memory strategies, e.g., rhymes, lists, cues

4. Tells a coherent story, placing events in correct order

Problem Solving

1. Solves everyday problems through
   a. measuring, using simple non-standard units
   b. seeing relationships: part/whole, hazard/safeguard
   c. using tools to construct or repair, cook or clean, record information
   d. exploring possibilities by role playing

2. Begins to identify appropriate resources to solve problems
   a. books, magazines, television
   b. adults and other children
   c. museums, libraries, zoos, stores, offices

3. Tries out unusual and/or multiple solutions

4. Is continuing to recognize the difference between real and imagined experiences

Logical Thinking

1. Begins to move from graphic representation to symbolic, e.g., picture of truck to word "truck"

Logical Thinking - Continued

2. Demonstrates increasing ability to form concepts
    a. observing attributes, e.g., color, shape, size, weight
    b. inferring characteristics, e.g., soft/hard, light/heavy, thick/thin, loud/soft
    c. attending to multiple attributes, e.g., color and shape, size and shape
    d. verbalizing reasons for classification
    e. categorizing, e.g., animals, fruits, toys
    f. justifying inclusion into or exclusion from classes or categories

3. Is beginning to make predictions and estimations based on prior experiences, on observations, and on investigation
    a. generalizing and associating
    b. predicts possible consequences
    c. sees cause and effect relationships

4. Is beginning to evaluate, make judgments, and give reasons for choices, preferences, beliefs, and actions

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Cognitive Indicators at 9.0 Years

Attention

1. Attends for extended periods on self-selected activities

2. Is beginning to increase capacity to attend to adult-directed tasks

3. Has improved abilities to screen out distractions and focus on a task

Curiosity

1. Is more goal-directed in learning, e.g., interested in the product

2. Is eager to share ideas, talents, skills

3. Expands and deepens interest and involvement in understanding increasingly complex ideas

4. Thinks about possibilities never experienced

Perception

1. Is able to use sensory modality appropriate to the situation

2. Refines perceptual discrimination in using symbolic systems e.g., numeric, alphabetic, musical, graphic, spatial

Cognitive Indicators at 9.0 Years

Perception - Continued

3. Attaches meaning to new experiences from an existing range of stored perceptions

4. Creates and integrates patterns and relationships in the living and non-living environments

Memory

1. Uses memory strategies, e.g., rules, sayings, or mnemonic devices

2. Uses recall as a basis for abstract thinking
   - a. predicts future events
   - b. imagines what could be
   - c. synthesizes past experiences

3. Applies recalled information and experiences to
   - a. develop imaginative play
   - b. attach meaning to new experiences
   - c. formulate needed rules

Problem Solving

1. Uses techniques to solve problems, e.g., graphing, outlining, brainstorming, mapping, webbing, organizing data

2. Uses resources to solve problems:
   - a. knows where to find relevant resources
   - b. knows how to use resources
   - c. knows how to use available technology

3. Uses strategies to problem solve
   - a. applies knowledge from past experience to new problems
   - b. imagines hypothetical possibilities
   - c. compares several possible solutions

4. Evaluates quality of own and others' work, ideas, and opinions

Logical Thinking

1. Is becoming a problem solver
   - a. identifying problems
   - b. considering possible causes
   - c. locating resources to solve problems
   - d. testing solutions

2. Is becoming a critical thinker
   - a. comparing and contrasting ideas
   - b. analyzing concepts
   - c. synthesizing ideas
   - d. relating parts to whole

3. Is becoming a scientific thinker
   - a. observing
   - b. recording data
   - c. predicting outcomes
   - d. experimenting
   - e. drawing conclusions

4. Is becoming an abstract thinker
   - a. solving problems without concrete materials
   - b. relating past, present, and future

Cognitive Indicators at 9.0 Years

Logical Thinking - Continued

5. Is becoming a mathematical thinker
   a. recognizing patterns and seeing relationships
   b. estimating
   c. measures, using standard measurement tools
   d. understanding measurement concepts
   e. using mathmetical processes to solve problems

5. Aesthetic/Creative Outcomes Birth to Nine

The young child uses creative expression to
crystallize experience,
reflect life,
solve problems,
communicate,
and express feelings.

The child moves from
an emphasis on exploration of artistic media
to more deliberate
artistic expression, response, and interpretation
of what is experienced or felt.

The child grows in appreciation of beauty
and the diverse ways creative expression reflects
social and cultural milieus.

Through understanding the essential elements
of artistic expression,
the child develops personal judgment
about what is aesthetically appealing.

Aesthetic/Creative Indicators - Birth through 15 Months

Creates

1. Is playful in trying out new things, e.g., places a bowl on head
2. Explores materials to gain understanding of their potential.
3. Explores and creates sounds, e.g., banging pots and pans

Responds

1. Responds to music
2. Shows interest in things, e.g., books, mobiles, flowers, bugs, color

Evaluates

1. Shows preference for particular toys or objects

Aesthetic/Creative Indicators at 2.5 Years

Creates

1. Plays imaginatively
2. Scribbles, paints, molds
3. Creates own rhythms and sounds
4. Uses realistic props to make believe
5. Explores materials, e.g., water, bubbles, sand, boxes

Responds

1. Sings and moves rhythmically
2. Views everything with interest
3. Smells everything
4. Touches everything
5. Tastes things

Evaluates

1. Shows preferences, e.g., for books or stories, clothes, toys, foods, places

Aesthetic/Creative Indicators at 4.5 Years

Creates

1. Explores and manipulates materials and ideas in unique ways for own pleasure
2. Begins to use a variety of media for self-expression, e.g., construction, movement, sound, color, form, texture, language
3. Spends some time in day-dreaming and fantasy
4. Expresses own unique perspective by combining materials, sounds, and movement according to own plan

Responds

1. Shows appreciation for the creations of others
2. Has increasing awareness and sensitivity to nature, e.g., cloud formations, small animals, individual flowers, blowing leaves

Evaluates

1. Refines preferences to develop more focused tastes
2. Begins to develop objective bases for aesthetic preferences
3. Is beginning to share aesthetic judgments

Aesthetic/Creative Indicators at 6.5 Years

Creates

1. Continues to explore the properties of art materials
2. Makes use of a variety of approaches for self-expression, e.g., dance, music, creative dramatics
3. Discovers characteristics of materials and explores their use in a creative way
4. Continues to develop an attitude of openness to diverse experiences and to using a variety of materials
5. Engages in creative experiences individually and in groups through spontaneous and organized creative activities

Aesthetic/Creative Indicators at 6.5 Years

Responds

1. Continues to engage in art, music, drama, and other creative activities for enjoyment
2. Is aware of natural beauty, e.g., in a waterfall or tree
3. Is aware of beauty that is made by human beings, e.g., a bridge, dishes, textiles
4. Observes and listens to creations of others with appreciation

Evaluates

1. Develops the ability to appreciate and identify the features of a creative product
2. Begins to explain preferences for specific aesthetic creations
3. Develops awareness of essential elements, e.g., line, shape, color, texture, tool techniques

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Aesthetic/Creative Indicators at 9.0 Years

Creates

1. Seeks opportunities for personal artistic expression
2. Is becoming a creative thinker
   - a. finds novel combinations and uses for materials
   - b. thinks of new inventions
   - c. recognizes creativity in others
   - d. imagines hypothetical possibilities
   - e. expands ability to pretend
3. Produces original works
   - a. composes stories or plays, skits, comedies
   - b. improvises sequential sounds and rhythms
   - c. creates props, scenery, and costumes
   - d. uses different media for expression, e.g., videotapes, films, photos
   - e. creates sculptures, pictures, dioramas

Aesthetic/Creative Indicators at 9.0 Years

Responds

1. Appreciates the artistic expressions of others
   a. art pictures and sculptures
   b. poems or stories
   c. music
   d. drama
   e. architecture

2. Grows in appreciation of nature, e.g., seasonal changes, weather, landscapes, rivers, animals, lakes, and trees

3. Recognizes artistic contributions of all cultures and of both women and men

Evaluates

1. Reacts thoughtfully to artistic works through having a wide exposure to creative techniques and forms.

2. Is able to judge whether a particular artistic expression has personal meaning

3. Expands understanding of artistic works through exploration of the lives and times of artists, e.g., composers, writers, performers, painters, sculptors, photographers, architects

Evaluates - Continued

4. Is developing an awareness of the artistic contributions in diverse cultures, e.g., music and instruments; arts, including textiles and pottery; dances, rituals, buildings or structures, ceremonies and celebrations

5. Notices aspects of aethetics in new and routine experiences, e.g., line, color, shape, sounds, textures

6. Communication Outcomes Birth to Nine

All of the young child's learning grows
out of communication with self, others, and the environment,
as meaning is attached to experiences, events, and interactions.

Communication is a process
of giving and receiving nonverbal and verbal messages to
  reflect self,
  share with another,
  test out ideas and feelings,
  construct shared meanings.

Communication grows from the first non-language interaction
through listening and speaking with others,
to using language in more formal ways
through writing, reading, and interpreting skills.

Communication Indicators: Birth through 15 Months

Receptive Communication: Nonverbal

1. Attaches meaning to facial expression, gesture, and touch

Receptive Communication: Listening

1. Begins to understand names of familiar people and objects
2. Begins to understand and respond to commands
3. Associates sounds with objects, persons, and actions
4. Seeks labels for objects and people

Receptive Communication: Prereading

1. Looks at picture books
2. Hears stories and poems read

Expressive Communication: Nonverbal

1. Uses gestures and facial expressions to make wants and needs known

Expressive Communication: Nonverbal - Continued

2. Uses gestures and facial expressions to show feelings
3. Imitates, e.g., "So Big," "Peek-a-Boo," "Bye-Bye," "Pat-a-Cake"

Expressive Communication: Speaking

1. Understands that vocal signals get wants and needs met
2. Vocalizes to initiate social contact
3. Babbles, using all types of sounds
4. Imitates speech sounds

Expressive Communication: Writing

1. Makes marks
2. Scribbles

Communication Indicators at 2.5 Years

Receptive Communication: Nonverbal

1. Continues to attach meaning to facial expression, gesture, and touch
2. Begins to develop a sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

Receptive Communication: Listening

1. Expands ability to understand names of familiar people and objects
2. Continues to understand and respond to commands and other conversation
3. Attends to adults' conversations
4. Listens to stories, rhymes, and music
5. Continues to seek labels for objects and people
6. Begins to inhibit actions or behavior on command

Receptive Communication: Prereading

1. Selects books to look at
2. Shows preference for particular books
3. Likes to be read to
4. Recalls some stories
5. Retells stories that have been heard

Expressive Communication: Nonverbal

1. Use gestures and facial expressions to make wants and needs known
2. Uses gestures and facial expressions to show feelings
3. Uses whole body to express moods and feelings
4. Pretends, e.g., sleeping, rocking with arms, preening, singing into microphone
5. Imitates, e.g., finger play actions, motions with music, claps or taps

Communication Indicators at 2.5 Years

Expressive Communication: Speaking

1. Begins to verbalize some feelings
2. Participates in conversation
3. Responds to simple questions
4. Asks questions
5. Expands vocabulary rapidly
   a. labels familiar objects and people
   b. labels actions
6. Plays with language sounds

Expressive Communication: Writing

1. Uses writing, drawing, or painting tools
2. Represents ideas using pictures and non-conventional symbols
3. Begins to realize adults communicate through writing
4. Imitates writing behavior

Communication Indicators at 4.5 Years

Receptive Communication: Nonverbal

1. Interprets, attaches meaning, and reacts to nonverbal behavior, e.g., gestures, posture, action, facial expression
2. Develops sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

Receptive Communication: Listening

1. Listens appreciatively to conversations, stories, poems, music
2. Listens attentively, e.g., follows directions, responds to questions or comments
3. Begins to listen analytically, e.g., asks relevant questions, understands increasingly complex ideas

Communication Indicators at 4.5 Years

Receptive Communication: Prereading

1. Begins to realize that the spoken word can be written down, e.g., recognizes some symbols, names or printed words
2. "Reads" books for enjoyment, e.g., looks at pictures, tells story from memory while turning pages
3. Is developing the ability to make finer visual discrimination, e.g.,
   a. identifies size, shape, color, directions such as top and bottom
   b. discriminates some details
4. Is sensitive to interesting language in stories, e.g., repeated phrases, rhyming words, rhythmic patterns
5. Begins to identify with story characters and plots

Expressive Communication: Nonverbal

1. Models nonverbal communication, e.g., actions, gestures, facial expression
2. Refines expressions of moods and feelings through body motions and gestures
3. Pantomimes
4. Can initiate finger play actions
5. Imitates television, movie, or story characters, animal movements

Expressive Communication: Speaking

1. Produces understandable speech
2. Continues to expand speaking vocabulary and uses descriptive words
3. Gains information, shares information and feelings through speech
4. Begins to speak in thought units and in complete sentences
5. Wants to talk and question

Expressive Communication: Writing

1. Understands that writing is a way of communicating

Communication Indicators at 4.5 Years

Expressive Communication: Writing - Continued

2. Begins to develop writing skills:
   a. takes an interest in forming letters
   b. completes a variety of fine motor activities successfully, e.g., puzzles, bead string, peg boards
   c. uses a variety of writing tools such as chalk, pencils, markers, typewriter, fingers
   d. uses a variety of writing surfaces such as paper, chalkboard, sidewalk, snow, sand

3. Dictates thoughts and ideas to others

4. Is beginning to understand and value that many forms of written communications are permanent

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Communication Indicators at 6.5 Years

Receptive Communication: Nonverbal

1. Continues to interpret, attach meaning, and react to nonverbal behavior, e.g., gestures, action, posture, facial expression

2. Continues to develop sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

3. Begins to understand standard gestures such as hitchhiking and referee signals

Receptive Communication: Listening

1. Listens appreciatively to content, e.g., stories, poems, songs

2. Listens attentively to content, e.g., directions, ideas of others

3. Continues to listen analytically to information that can be informing, persuading, or entertaining to evaluate what is heard and to respond to it

4. Listens marginally with comprehension while attention is focused on another subject or task.

Communication Indicators at 6.5 Years

Receptive Communication: Listening - Continued

5. Is beginning to differentiate when to use different types of listening

6. Understands different types of questions

7. Asks questions when meaning is not understood

8. Understands that questions are a part of two-way communication and the listener is responsible for responding

Receptive Communication: Reading

1. Chooses books, stories, poems for a variety of purposes:
   a. enjoyment
   b. information
   c. exploration
   d. fantasy

2. Brings own experiences to the reading encounter

3. Begins to make inferences from stories and to anticipate story outcomes

4. Seeks reading materials in the environment, e.g., libraries, signs, waiting rooms, bookmobiles

5. Reacts to sensory images and responds to the mood or tone of a story or poem

6. Begins to distinguish fact from fantasy

7. Continues to identify with story characters and plots

8. Begins to identify motives and feelings of story characters

9. Begins to unlock words through a variety of strategies including:
   a. picture clues
   b. phonics
   c. context
   d. structural analysis
   e. asking others
   f. configuration

10. Has a beginning sight vocabulary

Expressive Communication: Nonverbal

1. Continues to model nonverbal communication, e.g., actions, gestures, posture, facial expression

2. Conveys own feelings and imitates others through expression, gestures, postures

3. Uses body language that reinforces speech

4. Pantomimes a story or scene with or without props

Communication Indicators at 6.5 Years

Expressive Communication: Nonverbal - Continued

5. Dramatizes television, movie, or story character behaviors

6. Begins to use standard gestures of the culture

Expressive Communication: Speaking

1. Expresses thoughts and feelings through a larger and richer vocabulary

2. Begins to create original stories based on personal or imagined experiences

3. Shares confidences, plans, ideas, and feelings with friends

4. Uses speech to vent feelings

5. Contributes ideas to group discussions

6. Is beginning to make relevant contributions to a topic

7. Speaks in a group setting with confidence

8. Is able to speak in complete thought units and complete sentences

9. Begins to use complex sentences

10. Begins to present events in sequential order

11. Begins to control tone, rate, and volume of speech to communicate more effectively

Expressive Communication: Writing

1. Begins to understand that writing is
    a. a useful means of remembering
    b. a way of communicating with others who are not present
    c. giving general information to the public
    d. advertising and selling
    e. a way of capturing one's ideas and fantasies

2. Is beginning to use writing for a variety of purposes
    a. journals
    b. informational records
    c. functional notes and announcements
    d. letter messages
    e. creative writing

3. Begins to write creatively without a focus on mechanics, e.g., makes use of invented spelling

4. Continues to use pictures along with writing to express ideas

5. Begins to dictate and write ideas in sentences

Expressive Communication: Writing - Continued

6. Is aware that periods, capitals, commas, question marks, or exclamation points are used in writing

7. Sometimes uses capitals and punctuation in writing

8. Is acquiring knowledge of letter/sound relationships

9. Begins to be aware of alternative writing systems and tools: Braille, rebus, computers, typewriters

10. Begins to edit with assistance

Communication Indicators at 9.0 Years

Receptive Communication: Nonverbal

1. Continues to interpret, attach meaning, and react to nonverbal behavior, e.g., gestures, action, posture, facial expression

2. Continues to develop sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

3. Is able to identify mixed messages, i.e., the nonverbal cues and spoken message are at variance

4. Expands understanding of standard gestures in the culture and learns gestures of other cultures

Receptive Communication: Listening

1. Demonstrates appreciative listening, e.g., conversations with peers, longer stories or speeches, musical programs

2. Grows in ability to listen without interrupting

3. Maintains listening comprehension, e.g., follows a serial story or television plot

4. Expands ability to listen analytically, e.g., to make connections with what is already known, to evaluate what is heard, and to draw conclusions

5. Listens by screening out extraneous sounds

Communication Indicators at 9.0 Years

Receptive Communication: Listening - Continued

6. Can listen without visuals, e.g., tapes, records, books
7. Asks questions to clarify meaning
8. Asks questions to extend meaning, i.e., "How about...? What if...?"
9. Gains information through listening
10. Begins to distinguish between fact and fiction while listening
11. Begins to realize that all listeners do not get the same meanings from spoken message

Receptive Communication: Reading

1. Begins to understand the reading process as:
    a. a transaction between writer and reader
    b. predicting, confirming/ disconfirming, comprehending
2. Reads for a variety of purposes, e.g., enjoyment, information, to appreciate the beauty of the language, to broaden knowledge
3. Reads to learn more about the world and to share vicariously in the experiences of others
4. Begins to see similarities among pieces of literature, e.g., themes, settings, characterization, plot
5. Begins to identify the author's approach, e.g., humor, adventure, mystery
6. Begins to identify and evaluate traits of story characters
7. Begins to realize that all readers do not get the same meanings from printed materials
8. Begins to connect literature with life experiences
9. Feels comfortable in questioning the author's point of view
10. Uses a variety of reading cues to construct meaning:
    a. prior knowledge and experiences
    b. context
        1. relates new information to total content
        2. syntax or grammatical order
    c. sound/symbol relationships
11. Uses strategies appropriate to different content areas

Communication Indicators at 9.0 Years

Receptive Communication: Reading - Continued

12. Seeks sources of reading material within and outside the school environment
    a. newspapers, magazines, comics, and books
    b. environmental print, e.g., cereal boxes, billboards, posters, signs, T-shirts

Expressive Communication: Nonverbal

1. Models and understands nonverbal communication more precisely, e.g., actions, postures, gestures, facial expression

2. Continues to convey own feelings and to imitate others through expression, gestures, postures

3. Uses body language to reinforce speech or to create a comic effect

4. Continues to use pantomime with or without props

5. Dramatizes behaviors seen, read about, or imagined

6. Expands use of standard gestures of own culture and other cultures

Expressive Communication: Speaking

1. Is beginning to express thoughts, opinions and feelings with clarity, precision, and richness of word choices

2. Creates original stories with increasingly complex content

3. Uses speech, including specialized language of the peer group, to share confidences, plans, ideas, and feelings with friends

4. Is beginning to use speech for more complex purposes:
    a. relating events with relevant detail
    b. giving directions accurately
    c. explaining how to do something
    d. telling a sequential story with a beginning and ending
    e. framing questions
    f. using social amenities such as making an introduction
    g. giving reports
    h. negotiating options

5. Continues to use speech to vent feelings

6. Contributes ideas to group discussions and may help to guide the discussion

Communication Indicators at 9.0 Years

Expressive Communication: Writing

1. Chooses to write for enjoyment
2. Uses a variety of writing genre: reports, stories, poems, lyrics, letters, lists, messages, journals, critiques
3. Develops an idea and gives supporting details in a paragraph
4. Clarifies own thinking through writing
5. Uses process writing, e.g., prewriting, drafting, review or conferencing, editing, publishing
6. Begins to internalize process writing and use it independently
7. Learns to spell by writing and reading
8. Is moving toward conventionality in spelling and grammar
9. Is beginning to use mechanics of writing:
   a. ending punctuation
   b. internal punctuation, e.g., commas, quotation marks
   c. capitals
10. Uses pictures, diagrams, and graphics to convey meaning

2. Early Childhood Indicators by Age Level Across All Domains: Birth Through Nine Years

2. Early Childhood Indicators by Age Level Across All Domains: Birth Through 15 Months

Personal Indicators

Emotional Development

1. Expresses several clearly differentiated emotions pleasure, anger, anxiety, or fear
2. Mirrors emotions of others

Independence

1. Begins to meet own needs, e.g., puts self to sleep, amuses self with objects, calms self
2. Asserts self

Self-Concept

1. Distinguishes self from others

Health and Safety

1. Responds to prohibitions, e.g., "hot," "no"
2. Relies on adults for protection

Moral Development

(Not applicable)

Social Indicators

Sense of Self as a Social Being

1. Differentiates self from another
2. Mirrors emotions of others
3. Imitates things the caregiver does

Social Relations

1. Responds to or initiates games, e.g., "Pat-a-Cake," blowing bubbles, turn-taking games
2. Can be comforted by familiar adult when distressed
3. Demonstrates an interest in adults and children
4. Relies on adult for physical and emotional support
5. Shows affection for familiar person

Social Skills

1. Differentiates between familiar and unfamiliar people
2. Is beginning to adapt to stimulation of various people and places
3. Anticipates rituals and routines
4. Uses others to get basic needs and desires met
5. Explores objects with another person as a basis for establishing personal relationships

Physical Indicators

Gross Motor

1. Maintains midline head control
2. Rolls over
3. Crawls, creeps, or scoots
4. Moves to sitting position
5. Sits alone independently
6. Pulls to stand through half-kneel position
7. Crawls upstairs
8. Crawls downstairs backwards
9. Stands independently
10. Takes steps with support
11. Walks

Fine Motor

1. Reaches for object
2. Picks up object or food with palmar grasp
3. Independently releases objects
4. Transfers objects hand to hand
5. Reaches, grasps, and puts objects in mouth
6. Pushes, pulls, and throws objects away from self
7. Manages more than two small objects with hand/grasp
8. Isolates an index finger for poking or pushing small toy
9. Puts in and dumps out

2. Early Childhood Indicators by Age Level Across All Domains: Birth Through 15 Months

Cognitive Indicators

Attention

1. Responds to own name
2. Responds to simple directions, e.g., "Where's kitty?"

Curiosity

1. Inquires into the environment through exploration and manipulation

Perception

1. Discriminates and adapts to sounds and visual stimulation in the outside world
2. Uses all five senses to gain information
3. Recognizes own image in the mirror
4. Perceives familiar objects after seeing only parts of them

Memory

1. Recognizes caregiver by voice
2. Recognizes objects and people
3. Imitates play demonstrated by others
4. Anticipates from cues or sounds routine activities, e.g., feeding, diapering

Problem Solving

1. Explores objects, e.g., grasps, puts in mouth, rolls on, stomps on
2. Manipulates objects to discover effects, e.g., shaking, banging, dropping
3. Positions self to reach and interact with environment
4. Protects self by placing hand up or turning away as an object comes close
5. Makes needs known through verbal and nonverbal cues

Logical Thinking

1. Purposefully reaches and grasps objects
2. Purposefully performs an action on an object to see the effect
3. Initiates an action to see another person react
4. Begins to retain the memory of an absent object, person, or event
5. Recognizes the possibility of an absent object or person to reappear

Aesthetic/Creative Indicators

Creates

1. Is playful in trying out new things, e.g., places a bowl on head
2. Explores materials to gain understanding of their potential
3. Explores and creates sounds, e.g., banging pots and pans

Responds

1. Responds to music
2. Shows interest in things, e.g., books, mobiles, flowers, bugs, color

Evaluates

1. Shows preference for particular toys or objects

2. Early Childhood Indicators by Age Level Across All Domains: Birth Through 15 Months

Communication Indicators

Receptive Communication: Nonverbal

1. Attaches meaning to facial expression, gesture, and touch

Receptive Communication: Listening

1. Begins to understand names of familiar people and objects
2. Begins to understand and respond to commands
3. Associates sounds with objects, persons, and actions
4. Seeks labels for objects and people

Receptive Communication: Prereading

1. Looks at picture books
2. Hears stories and poems read

Expressive Communication: Nonverbal

1. Uses gestures and facial expressions to make wants and needs known
2. Uses gestures and facial expressions to show feelings
3. Imitates, e.g., "So Big," "Peek-a-Boo," "Bye-Bye," "Pat-a-Cake"

Expressive Communication: Speaking

1. Understands that vocal signals get wants and needs met
2. Vocalizes to initiate social contact
3. Babbles, using all types of sounds
4. Imitates speech sounds

Expressive Communication: Writing

1. Makes marks
2. Scribbles

2. Early Childhood Indicators by Age Level Across All Domains: 2.5 Years

Personal Indicators

Emotional Development

1 Uses emotions in attempt to express needs and desires: anger, rage, pouting, eagerness, joy, glee

2. Is just beginning to express emotions verbally, e.g., "yuck," "hate you," "love you"

3 Laughs at non-threatening incongruities, e.g., disappearing objects or funny movements

4 Responds to praise

5 Is beginning to sense and respond to emotions in others

Independence

1 Begins to indicate needs verbally and nonverbally

2 Begins to meet own needs, e.g., undresses and dresses self

3 Begins to entertain self with physical activities and objects

4 Responds to verbal cues to inhibit actions

5 Develops a sense of autonomy through assertiveness

6 Has the ability to separate from primary caregiver

Self-Concept

1 Shows pride and pleasure in new accomplishments, e.g., climbs, scribbles, sings

2 Has an emerging sense of self, e.g., admires own appearance, identifies own space and possessions

Health and Safety

1 Takes an interest in performing health routines, e.g., washing hands, brushing teeth

2 Trusts an adult to give accurate information about safety hazards

3 Uses an adult as support in situations perceived as threatening

Moral Development

1 Begins to have an awareness of what is acceptable and unacceptable

Social Indicators

Sense of Self as a Social Being

1 Is increasingly aware of others as distinct from self

2 Is aware of others' feelings

3 Imitates behavior of adults and peers

Social Relations

1 Demonstrates interest in playing with other children

2 Enjoys participating in small group activities for short periods of time

3 Labels some children as friends

4 Begins to realize others have rights and privileges

5 Enjoys adult attention and approval

6 Expects adult support and help

7 Shows affection for familiar people

8 Is beginning to know who is in own family

Social Skills

1 Increasingly able to adapt to different people and environments

2 Begins to express some emotions appropriately and with increasing control

3 Begins to assert self appropriately in some situations

4 May verbalize some feelings

2. Early Childhood Indicators by Age Level Across All Domains: 2.5 Years

Physical Indicators

Gross Motor

1 Walks backwards

2 Walks on uneven surfaces

3 Walks upstairs by placing both feet on each step and using support

4 Climbs

5 Sits self in small chair from standing position

6 Rides small toy, pushing with feet on ground

7 Traps a large ball

8 Starts running

9 Moves to music

Fine Motor

1 Uses palmar grasp when scribbling

2 Uses neat pincer grasp to finger-feed self

3 Drinks from open cup with moderate spillage

4 Uses spoon for self-feeding with some spillage

5 Pulls zipper down

6 Paints with whole arm movement, shifts hands, makes strokes

Cognitive Indicators

Attention

1 Has greater attention when touch and action are involved

2 Looks at storybook pictures with an adult

3 Returns to focus on something after being distracted

4 Attends when adult's attention is focused on child

5 Concentrates on activities of choice such as putting objects into a bottle

6 Attends to familiar songs, rhymes, and games

7 Matches like objects

Curiosity

1 Experiences self as an enthusiastic explorer of the environment

2 Experiences self as one who has some control of the environment

3 Investigates and inquires about everything

4 Finds most things worth knowing about

Perception

1 Continues to rely on five senses to gain information

2 Perceives rhythm in music and responds

3 Recognizes some colors

4 Recognizes miniatures as representatives of real, known objects

5 Assembles simple puzzles

6 Matches like objects

Memory

1 Learns routines and expects them in the environment

2 Begins to recall and label recent events, perceptions, and relationships

3 Begins to have a sense of what is acceptable and unacceptable based on external controls

4 Responds to mention of absent objects or people

5 Retains commands long enough to respond

6 Repeats parts of songs or poems

Problem Solving

1 Uses locomotor skills to satisfy curiosity and to meet needs

2 Beginning to use language to solve problems
  a makes needs known
  b responds to verbal directions
  c uses names of people and objects
  d question through words or gestures

3 Initiates some self-care

Logical Thinking

1 Expects the absent object or person to reappear in the appropriate place or at the appropriate time

2 Sees similarities and differences in concrete objects, events, and persons

3 Begins to understand how objects can be ordered and events can be sequenced

4 Is able to group objects on the basis of a single characteristic by labeling, matching, and sorting

2. Early Childhood Indicators by Age Level Across All Domains: 2.5 Years

Aesthetic/Creative Indicators

Creates

1. Plays imaginatively
2. Scribbles, paints, molds
3. Creates own rhythms and sounds
4. Uses props to make believe
5. Explores materials, e.g., water, bubbles, sand, boxes

Responds

1. Sings and moves rhythmically
2. Views everything with interest
3. Smells everything
4. Touches everything
5. Tastes things

Evaluates

1. Shows preferences, e.g., for books or stories, clothes, toys, foods, places

Communications Indicators

Receptive Communication: Nonverbal

1. Continues to attach meaning to facial expression, gesture, and touch
2. Begins to develop a sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

Receptive Communication: Listening

1. Expands ability to understand names of familiar people and objects
2. Continues to understand and respond to commands and other conversation
3. Attends to adults' conversations
4. Listens to stories, rhymes, and music
5. Continues to seek labels for objects and people
6. Begins to inhibit actions or behavior on command

Receptive Communication: Prereading

1. Selects books to look at
2. Shows preference for particular books
3. Likes to be read to
4. Recalls some stories
5. Retells stories that have been heard

Expressive Communication: Nonverbal

1. Uses gestures and facial expressions to make wants and needs known
2. Uses gestures and facial expressions to show feelings
3. Uses whole body to express moods and feelings
4. Pretends, e.g., sleeping, rocking with arms, preening, singing into microphone
5. Imitates, e.g., finger play actions, motions with music, claps or taps

Expressive Communication: Speaking

1. Begins to verbalize some feelings
2. Participates in conversation
3. Responds to simple questions
4. Asks questions
5. Expands vocabulary rapidly
    a. labels familiar objects and people
    b. labels actions
6. Plays with language sounds

Expressive Communication: Writing

1. Uses writing, drawing, or painting tools
2. Represents ideas using pictures and non-conventional symbols
3. Begins to realize adults communicate through writing
4. Imitates writing behavior

2. Early Childhood Indicators by Age Level Across All Domains: 4.5 Years

Personal Indicators

Emotional Development

1. Is increasingly competent in recognizing, understanding, and labeling own emotions if labels have been learned
   - a. anger
   - b. happiness
   - c. sadness
   - d. fear or surprise
2. Is beginning to use words instead of actions to express emotions
3. Responds to others' emotions, e.g., shows empathy
4. Is beginning to self-regulate and handle emotions appropriately
5. Uses play to understand and respond to own feelings, to explore emotional states, and to practice new skills
6. Begins to see humor in everyday situations and in stories and pictures
7. Responds to praise and criticism

Independence

1. Begins to meet own needs, e.g., eating, dressing, toileting, and grooming
2. Begins to meet own entertainment needs
3. Begins to exercise self control with encouragement
4. Separates from primary caregiver
5. Accepts other adults for support and nurturing
6. Demonstrates emerging independence
   - a. communicating physical needs verbally
   - b. asserting self with increasing confidence

Self-Concept

1. Begins to experiment with own potential, e.g., tries out adult roles and imitates other children
2. Finds satisfaction in own capabilities
3. Is developing awareness of self as having certain abilities, characteristics, and preferences
4. Has a beginning awareness, knowledge, and acceptance of own gender and ethnic identity

Health and Safety

1. Begins to be aware of basic health habits, e.g., rest, nutrition, exercise, hygiene
2. Begins to identify potential health and safety hazards, e.g., electricity, water, traffic, poisons, tools and equipment, strangers, unfamiliar animals, dangers in the environment, weather
3. Is beginning to identify and use appropriate safety and emergency practices, e.g., wearing seat belts, dialing 911, avoiding strangers
4. Is able to identify differences between appropriate and inappropriate touch between self and adult
5. Responds to adult inquiries about changes in body health, e.g., abuse, injury, illness
6. Is beginning to move safely through space, being aware of self, others, and environment

Moral Development

1. Begins to recognize what needs to be shared and what can be owned
2. Begins to develop a sense of fairness, e.g., taking turns, sharing a treat

Social Indicators

Sense of Self as a Social Being

1. Begins to have empathy for others
2. Demonstrates a sense of trust through
   - a. seeking help and assistance
   - b. seeking emotional support from adults

Social Relations

1. Has increasing interest in being with other children
2. Begins to enjoy and function successfully as a member of a group
3. Develops close friendships
4. Begins to give and receive support from other children
5. Confides in adults
6. Is beginning to understand concepts of family and neighborhood

Social Skills

1. Recognizes, understands, and labels some emotional states in others
2. Uses play to explore, practice, and understand social roles
3. Behaves in a way which reflects a beginning understanding of others' rights and privileges, e.g., following rules, sharing, turn-taking, sometimes relating to others in reciprocal ways
4. Successfully initiates contacts with peers and sustains interaction by cooperating, helping, sharing, expressing interest
5. Attempts to solve problems with others through language

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2. Early Childhood Indicators by Age Level Across All Domains: 4.5 Years

Social Indicators - Continued

Social Skills - Continued

6. Begins to show acceptance of similarities and differences among people, e g , gender, ethnicity, age, disability
7. Engages in helpful tasks
8. Imitates adult behavior

Physical Indicators

Gross Motor

1. Begins to develop control of body movement, e g , hopping, jumping, balancing, swinging, bending, stretching, walking, running, climbing
2. Continues to develop body strength and stamina in pulling, pushing, climbing, swinging, walking, running, climbing
3. Begins to develop body coordination, e g , galloping, jumping, swinging, balancing, leaping, pedaling, swimming, dancing
4. Continues to develop body flexibility, e g , running, dancing, climbing, wiggling, stretching, bending, crawling
5. Continues to develop large muscle strength and coordination with large objects, e g , throwing, bouncing, kicking, striking, pedaling, steering a vehicle, carrying, catching
6. Begins to move rhythmically to music
7. Begins to use equipment for physical development, e g , slides, swings, jungle gyms, balls, bats, tricycles, sleds

Fine Motor

1. Developing small muscle control, e g , threading, stacking, reaching, building, assembling, rolling, releasing, grasping, kneading, drawing, cutting, pasting
2. Developing small muscle strength, e g , pounding, kneading, pulling, using tools, rolling, squeezing, scrubbing, pumping
3. Developing eye-hand coordination, e g , assembling, lacing, use of utensils, sewing, folding, tearing, tracing, dressing skills, cutting, painting, drawing, self-help skills, pressing buttons, pulling levers

Cognitive Indicators

Attention.

1. Is increasingly able to focus on the relevant task
2. Is beginning to screen out distractions
3. Persists for longer periods of time on child-initated tasks
4. Focuses attention on adult-directed tasks for short periods of time
5. Can reproduce constructions from a model or after a demonstration
6. Shows increased attention when manipulating objects

Curiosity

1. Is eager to know and be able to do
2. Believes in self as a learner
3. Experiences self as one with increasing control of the environment
4. Finds excitement in discoveries
5. Is developing special interests
6. Continues to satisfy curiosity through exploration and manipulation

Perception

1. Recognizes and may label likenesses and differences in shapes, patterns, and figures
2. Reproduces visual patterns
3. Recognizes and may label likenesses and differences in sounds

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2. Early Childhood Indicators by Age Level Across All Domains: 4.5 Years

Cognitive Indicators - Continued

Perception - Continued

4 Reproduces auditory patterns, *e g* , clapping, singing

5 Begins to keep time to a rhythmic pattern

6 Is beginning to use a combination of perceptual cues in tasks requiring attention to dimensions such as color, shape, texture, or size

Memory

1 Describes labels animate and inanimate objects, events, and processes

2 Gains increased ability to recall recent and past events, perceptions, relationships, labels

3 Begins to link past and present information

4 With assistance, is developing simple memory strategies

5 Is gaining skill in following directions

6 Remembers stories, poems, and songs

Problem Solving

1 Seeks information by observing, asking questions of people, and exploring available materials

2 Practices to refine skills and gain mastery of tasks

3 Uses real-world experiences and physical materials to solve problems
   a measures through estimating using non-standard measures, *e g* , string, blocks
   b notices patterns recurring in the environment
   c understands relationships between parts and whole
   d uses counting to determine how much is needed

Problem Solving - Continued

4 Begins to recognize difference between real and imagined events

Logical Thinking

1 Begins to organize information by
   a classifying, *e g* , grouping blocks by color or shape
   b quantifying, *e g* , compares amounts of juice
   c ordering, *e g* , arranges blocks by size
   d ranking, *e g* , decides which is light, lighter, lightest
   e sequencing, *e g* , tells what happened first, second, third
   f analyzing, *e g* , looking at parts of a block structure
   g synthesizing, *e g* , putting a puzzle together
   h seriating, *e g* , biggest to smallest

2 Can use one object to represent another object which is not present, *e g* , block to represent truck

3 Begins to understand symbols such as traffic signs, commercial logos, restroom signs

4 Relates or associates information by making simple comparisons and generalizations and by forming simple cause/effect hypotheses

5 Reasons and solves problems through inferring, concluding, beginning hypothesis testing, creative thinking, inventing

Aesthetic/Creative Indicators

Creates

1 Explores and manipulates materials and ideas in unique ways for own pleasure

2 Begins to use a variety of media for self-expression, *e g* , construction, movement, sound, color, form, texture, language

3 Spends some time in daydreaming and fantasy

4 Expresses own unique perspective by combining materials, sounds, and movement according to own plan

Responds

1 Shows appreciation for the creations of others

2 Has increasing awareness and sensitivity to nature, *e g* , cloud formations, small animals, individual flowers, blowing leaves

Evaluates

1 Refines preferences to develop more focused tastes

2 Begins to develop objective bases for aesthetic preferences

3 Is beginning to share aesthetic judgments

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2. Early Childhood Indicators by Age Level Across All Domains: 4.5 Years

Communication Indicators

Receptive Communication: Nonverbal

1. Interprets, attaches meaning, and reacts to nonverbal behavior, e.g., gestures, posture, action, facial expression
2. Develops sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

Receptive Communication: Listening

1. Listens appreciatively to conversations, stories, poems, music
2. Listens attentively, e.g., follows directions, responds to questions or comments
3. Begins to listen analytically, e.g., asks relevant questions, understands increasingly complex ideas

Receptive Communication: Prereading

1. Begins to realize that the spoken word can be written down, e.g., recognizes some symbols, names, or printed words
2. "Reads" books for enjoyment, e.g., looks at pictures, tells story from memory while turning pages
3. Is developing the ability to make finer visual discrimination, e.g.,
    a. identifies size, shape, color, directions such as top and bottom
    b. discriminates some details
4. Is sensitive to interesting language in stories, e.g., repeated phrases, rhyming words, rhythmic patterns
5. Begins to identify with story characters and plots

Expressive Communication: Nonverbal

1. Models nonverbal communication, e.g., actions, gestures, facial expression
2. Refines expressions of moods and feelings through body motions and gestures
3. Pantomimes
4. Can initiate finger play actions
5. Imitates television, movie, or story characters, animal movements

Expressive Communication: Speaking

1. Produces understandable speech
2. Continues to expand speaking vocabulary and uses descriptive words
3. Gains information, shares information and feelings through speech
4. Begins to speak in thought units and in complete sentences
5. Wants to talk and question

Expressive Communication: Writing

1. Understands that writing is a way of communicating
2. Begins to develop writing skills
    a. takes an interest in forming letters
    b. completes a variety of fine motor activities successfully, e.g., puzzles, bead string, peg boards
    c. uses a variety of writing tools such as chalk, pencils, markers, typewriter, fingers
    d. uses a variety of writing surfaces such as paper, chalkboard, sidewalk, snow, sand
3. Dictates thoughts and ideas to others
4. Is beginning to understand and value that many forms of written communications are permanent

2. Early Childhood Indicators by Age Level Across All Domains: 6.5 Years

Personal Indicators

Emotional Development

1. Continues to identify, express, and think of solutions or actions for personal feelings
2. Begins to cope constructively with various emotional states
    a. rejection
    b. disappointment
    c. failure
    d. frustration
    e. success
    f. excitement
3. Begins to understand and accept various emotional responses from others
4. Shares feelings of others
5. Recognizes humor in everyday situations and expresses humor in word play, jokes, and actions
6. Is sensitive to praise and criticism from adults and peers

Independence

1. Continues to achieve self-control through self-observation, self-guidance, and setting realistic limits on own actions
2. Continues to demonstrate emerging independence by:
    a. meeting own physical needs, e.g., hunger, cold, wet
    b. communicating physical needs
    c. relying on self to take care of daily routines such as eating, dressing, toileting, and grooming

Independence - Continued

3. Begins to meet own needs for entertainment, e.g., organizing or joining peer groups, selecting programs, choosing activities
4. Begins to meet responsibility for assigned tasks or chores with reminders
5. Continues to develop self-control
    a. follows rules
    b. anticipates consequences
    c. can internalize values
6. Begins to experience self-satisfaction from following through on own interests
7. Seeks out other adults for support and nurturing
8. Continues to develop independence through
    a. asserting preferences
    b. judging fairness
    c. voicing dissent

Self-Concept

1. Continues to explore new roles and possibilities
2. Enjoys and takes pride in doing something well
3. Gains confidence in self as a capable individual
4. Continues to develop understanding and appreciation of own growth and change
5. Begins to evaluate own activity
6. Is comfortable with own body, sex, self, and personal role

Health and Safety

1. Shows increasing understanding and use of positive health habits, e.g., rest and relaxation, nutrition, exercise, hygiene
2. Continues to identify potential health and safety hazards, including chemical use/abuse
3. Is increasingly able to use correct emergency and safety procedures
4. Identifies changes in body health and shares this information with an adult
5. Is beginning to treat own and others' bodies with respect and begins to understand appropriate and inappropriate touch
6. Makes use of preventive health habits, such as washing hands, covering mouth

Moral Development

1. Acts in ways that reflect a knowledge of other's rights
2. Grows in awareness of need to balance individual and group rights
3. Grows in ability to apply sense of fairness to a social context, e.g., everyone should have a place to live

2. Early Childhood Indicators by Age Level Across All Domains: 6.5 Years

Social Indicators

Sense of Self as a Social Being

1 Begins to gain satisfaction from giving things and doing things for others

2 Has a sense of self as a member of a group

Social Relations

1 Begins to prefer associating with children more than with adults

2 Begins to enjoy and function successfully as a member of a group

3 Develops close friendships

4 Begins to give and receive support from other children

5 Establishes friendly interactions with adults other than parents

6 Begins to understand concepts of family and neighborhood

Social Skills

1 Begins to understand and respect that others may have a different point of view

2 Becomes aware of a variety of roles, careers, attitudes, and cultural values

3 Continues to expand social skills, e g , cooperates, makes use of rules, expresses interest in others

4 Sustains friendships and expands circle of friends

Social Skills - Continued

5 Begins to find constructive ways for solving problems and conflicts without adult assistance
   a apologizes or makes restitution
   b compromises

6 Begins to accept mistakes in self and others

7 Accepts and is sensitive to individual differences among people, e g , gender, ethnicity, age, disability

8 Begins to adjust behavior in accord with social expectations

9 Begins to make independent decisions about whom to trust

10 Begins to play and work cooperatively in small and large groups
   a produces a product
   b works in assigned groups
   c works with self-selected groups
   d takes turns and shares

11 Appreciates, accepts, and interacts with people of all cultures

12 Tries out relationships with friends and others

Physical Indicators

Gross Motor

1. Begins to coordinate multiple physical skills
   a walking and hopping together become skipping
   b jumping and rope turning become jumping rope
   c grasping, swinging, and balance become batting

2 Begins to use physical skills in organized game activities

3 Continues to refine coordination of individual gross motor skills e g , throwing, catching, running

4 While outside or in large open spaces, engages in playful activities that use a variety of physical skills (e g , running, holding, balancing) which result in building strength, coordination, flexibility, and endurance

5 Is acquiring a conscious control of body and limbs and demonstrates many ways in which each body part can move

6 Organizes and uses body and objects to explore spatial concepts, e g , over, under

7. Moves with smoothly integrated body actions in a spontaneous manner

8 Knows and applies safety precautions

9 Takes pride in own movements and involvement

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2. Early Childhood Indicators by Age Level Across All Domains: 6.5 Years

Physical Indicators - Continued

Gross Motor - Continued

10. Begins to respond to a variety of rhythmic stimuli through body movements
11. Is able to appropriately use equipment for physical development, e.g., climbing bars, bicycles, balls, bats, skates, playground equipment

Fine Motor

1. Refines small muscle control and coordination, e.g., drawing, cutting, folding, small-block and interlocking construction, threading, screwing, playing jacks, and marbles
2. Continues to develop small muscle strength, e.g., hammering, digging, pushing, pulling, rolling, cranking
3. Begins to develop greater coordination in using writing tools, keyboards, dialing, remote controls, computer games
4. Has established hand dominance for right or left hand

Cognitive Indicators

Attention

1. Attends to relevant variable for longer periods
2. Sensory perceptions beyond touch can be used for maintaining attention

Cognitive Spirit

1. Likes to learn
2. Feels competent as a learner
3. Sees self as a contributing member of a learning community
4. Is eager to understand, see relationships, and find meaning in an expanding environment
5. Continues to identify special interests, e.g., hobbies

Perception

1. Continues to use the five senses separately and in combination to gather data and make finer discriminations
    a. uses visual, auditory, tactile/kinesthetic, taste, and smell to perceive properties, characteristics, and attitudes;
    b. creates patterns and sees relationships in the living and non-living environments
2. Relies on the way of learning, or sensory modality, which is currently dominant
3. Practices using less dominant modalities of seeing, hearing, handling, tasting, or smelling

Perception - Continued

4. Begins to develop perceptual discrimination in using symbolic systems: numeric, alphabetic, musical, graphic, spatial

Memory

1. Remembers information, events, and experiences
2. Links past and present information
3. Develops memory strategies, e.g., rhymes, lists, cues
4. Tells a coherent story placing events in correct order

Problem Solving

1. Solves everyday problems through
    a. Measuring, using simple non-standard units
    b. Seeing relationships: part/whole, hazard/safeguard
    c. Using tools to construct or repair, cook or clean, record information
    d. Exploring possibilities by role playing
2. Begins to identify appropriate resources to solve problems
    a. books, magazines, television
    b. adults and other children
    c. museums, libraries, zoos, stores, offices
3. Tries out unusual and/or multiple solutions

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2. Early Childhood Indicators by Age Level Across All Domains: 6.5 Years

Cognitive Indicators - Continued

Problem Solving - Continued

4. Is continuing to recognize the difference between real and imagined experiences

Logical Thinking

1. Begins to move from graphic representation to symbolic, e.g., picture of truck to word "truck"
2. Demonstrates increasing ability to form concepts
    - a. observing attributes, e.g., color, shape, size, weight
    - b. inferring characteristics, e.g., soft/hard, light/heavy, thick/thin, loud/soft
    - c. attending to multiple attributes, e.g., color and shape, size and shape
    - d. verbalizing reasons for classification
    - e. categorizing, e.g., animals, fruits, toys
    - f. justifying inclusion into or exclusion from classes or categories
3. Begins to make predictions and estimations based on prior experiences, observations, and investigation
    - a. generalizing and associating
    - b. predicts possible consequences
    - c. sees cause and effect relationships
4. Begins to evaluate, make judgments, and give reasons for choices, preferences, beliefs, and actions

Aesthetic/Creative Indicators

Creates

1. Continues to explore the properties of art materials
2. Makes use of a variety of approaches for self-expression, e.g., dance, music, creative dramatics
3. Discovers characteristics of materials and explores their use in a creative way
4. Continues an attitude of openness to diverse experiences and to using a variety of materials
5. Engages in creative experiences individually and in groups through spontaneous and organized creative activities

Responds

1. Continues to engage in art, music, drama, and other creative activities for enjoyment
2. Is aware of natural beauty, e.g., in a waterfall or tree
3. Is aware of beauty that is made by human beings, e.g., a bridge, dishes, textiles
3. Observes and listens to creations of others with appreciation

Evaluates

1. Develops the ability to appreciate and identify the features of a creative product
2. Begins to explain preferences for specific aesthetic creations
3. Develops awareness of essential elements, e.g., line, shape, color, texture, tool techniques

Communication Indicators

Receptive Communication: Nonverbal

1. Continues to interpret, attach meaning, and react to nonverbal behavior, e.g., gestures, action, posture, facial expression
2. Continues to develop sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference
3. Begins to understand standard gestures such as hitchhiking and referee signals

Receptive Communication: Listening

1. Listens appreciatively to content, e.g., stories, poems, songs
2. Listens attentively to content, e.g., directions, ideas of others
3. Continues to listen analytically to information that can be informing, persuading, or entertaining to evaluate what is heard and to respond to it
4. Is beginning to differentiate when to use different types of listening
5. Understands different types of questions
6. Asks questions when meaning is not understood
8. Understands that questions are a part of two-way communication and the listener is responsible for responding

2. Early Childhood Indicators by Age Level Across All Domains: 6.5 Years

Communication Indicators - Continued

Receptive Communication: Reading

1 Chooses books, stories, poems for a variety of purposes
  - a enjoyment
  - b information
  - c exploration
  - d fantasy

2 Brings own experiences to the reading encounter

3 Begins to make inferences from stories and to anticipate story outcomes

4 Seeks reading materials in the environment, *e g* , libraries, signs, waiting rooms, bookmobiles

5 Reacts to sensory images and responds to the mood or tone of a story or poem

6 Begins to distinguish fact from fantasy

7 Continues to identify with story characters and plots

8 Begins to identify motives and feelings of story characters

9 Begins to unlock words through a variety of strategies including
  - a picture clues
  - b phonics
  - c context
  - d structural analysis
  - e asking others
  - f configuration

10 Has a beginning sight vocabulary

Expressive Communication: Nonverbal

1 Continues to model nonverbal communication, e g , actions, gestures, posture, facial expression

2 Conveys own feelings and imitates others through expression, gestures, postures

3 Uses body language that reinforces speech

4 Pantomimes a story or scene with or without props

5 Dramatizes television, movie, or story character behaviors

6 Begins to use standard gestures of the culture

Expressive Communication: Speaking

1 Expresses thoughts and feelings through a larger and richer vocabulary

2 Begins to create original stories based on personal or imagined experiences

3 Shares confidences, plans, ideas, and feelings with friends

4 Uses speech to vent feelings

5 Contributes ideas to group discussions

6 Is beginning to make relevant contributions to a topic

7 Speaks in a group setting with confidence

8 Is able to speak in complete thought units and complete sentences

9 Begins to use complex sentences

10 Begins to present events in sequential order

11 Begins to control tone, rate, and volume of speech to communicate more effectively

Expressive Communication: Writing

1 Begins to understand that writing is
  - a a useful means of remembering
  - b a way of communicating with others who are not present
  - c giving general information to the public
  - d advertising and selling
  - e a way of capturing one's ideas and fantasies

2 Is beginning to use writing for a variety of purposes
  - a journals
  - b informational records
  - c functional notes and announcements
  - d letter messages
  - e creative writing

3 Begins to write creatively without a focus on mechanics, e g , makes use of invented spelling

4 Continues to use pictures along with writing to express ideas

5 Begins to dictate and write ideas in sentences

6 Is aware that periods, capitals, commas, question marks, or exclamation points are used in writing

7 Sometimes uses capitals and punctuation in writing

8 Is acquiring knowledge of letter/sound relationships

9 Begins to be aware of alternative writing systems and tools Braille, rebus, computers, typewriters

10 Begins to edit with assistance

2. Early Childhood Indicators by Age Level Across All Domains: 9.0 Years

Personal Indicators

Emotional Development

1 Is continuing to expand strategies for constructively coping with rejection, disappointment, failure, frustration, success, praise, excitement

2 Shares emotions of others showing sympathy, joy, caring

3 Is continuing to develop a sense of humor
  a recognizes humorous situations
  b tells jokes and funny stories

Independence

1 Is developing an ability to act responsibly
  a completes tasks without being reminded
  b takes care of personal possessions
  c takes care of immediate environment
  d continues to develop self-care skills

2 Uses public or private transportation to extend personal environment

3 Communicates by phone and mail to expand personal contacts

4 Extends entertainment opportunities to include new areas, locations, and groups

5 Begins to achieve self control through
  a self observation
  b self guidance
  c setting realistic limits on own actions
  d relating actions to values

Independence - Continued

6 Is learning to accept the need for delayed gratification, e.g.,
  a waits for attention, turns, or a chance to speak
  b plans or works for a future reward
  c can defer pleasures or needs when the need for delay is understood

7 Is developing the capacity to be self-motivated
  a can work without praise
  b can evaluate own efforts
  c chooses to learn

8 Gains self-sufficiency through use of adults and peers as resources

9 Shows assertiveness in defending personal rights

10 Is interested in accomplishment and beginning to understand process
  a seeing the goal
  b organizing work
  c attending to detail
  d revising and redoing, as necessary
  e bringing a task to completion

Self-Concept

1 Continues to see self as a person with a range of potential roles

2 Has an appreciation of own worth

Self-Concept - Continued

3 Is a risk taker
  a not afraid to be different
  b able to laugh at self
  c seeks new experiences
  d has courage to try

4 Increases ability to evaluate own work

5 Values own sex role

Health and Safety

1 Takes conscious responsibility for health habits, e.g., personal hygiene, rest and relaxation, nutrition, exercise

2 Understands the importance of avoiding misuse of alcohol, drugs, and tobacco, and of preventing the spread of communicable diseases

3 Takes conscious responsibility for safety habits, e.g., bicycle, fire, skateboard or water safety

4 Is beginning to take conscious responsibility for nutritional habits, e.g., healthful snacks, balanced meals, breakfast

5 Begins to understand the relationship between care of self and wellness

6 May promote health and safety practices zealously, e.g., eliminating smoking, preserving the environment

2. Early Childhood Indicators by Age Level Across All Domains: 9.0 Years

Personal Indicators

Moral Development

1. Acts to safeguard rights of others
2. Has beginning awareness of ethical or unethical behavior
3. Judges actions of others
4. Begins to apply ethical standards to own behavior
5. Has an emerging awareness of social issues, e.g., threats to health, safety, and the environment; personal and property rights; homelessness, and world hunger

Social Indicators

Sense of Self as a Social Being

1. Is increasingly independent of adults
2. Is developing a sense of community with others

Social Relations

1. Needs and enjoys caring adults who are present but not controlling
2. Wants to belong to groups, but groups remain flexible
3. Tends to select same-sex peers as friends
4. Develops longer-lasting peer relationships and friendships
5. Interacts with an expanding environment, including extended family, school community, neighborhood, and city

Social Skills

1. Continues to develop an appreciation of others' worth and dignity
2. Continues to develop a sense of effective human relations, e.g., being a friend, accepting and valuing differences, empathy
3. Acknowledges the multiple roles, contributions, and abilities of males and females
4. Continues to expand social skills, e.g., understands a need for rules and structure, suggests and negotiates rules

Social Skills - Continued

5. Cooperates in pairs and groups through both leading and following
6. Requires less direct supervision in all areas, e.g., home, learning, neighborhood
7. Takes into account diversity among individuals
   a. strengths/limitations
   b. handicapping conditions
   c. maturation
   d. language differences
8. Is becoming aware of the importance of being a good sport

2. Early Childhood Indicators by Age Level Across All Domains: 9.0 Years

Physical Indicators

Gross Motor

1 Exhibits more control over body through refining locomotor skills including skipping, hopping, jumping; catching, throwing, batting; balancing; climbing

2 Exhibits body strength and stamina in pulling, pushing, climbing, swinging; walking, running, climbing

3 Exhibits coordination and flexibility in running, dancing, climbing, crawling, skating, diving, swimming, biking

4 Continues to respond to a variety of rhythmic stimuli through body movements, individually and in groups

5 Is able to appropriately use equipment for physical development, e g , jump ropes, skateboards, balls, bats, bikes, parachutes; gymnastic apparatus; playground equipment

6 Enjoys activity for its own sake individually and through team activities/sports

7 Is self-motivated to perfect physical skills through practice

Fine Motor

1 Refines control of small motor skills, e g , aiming, writing, painting, keyboarding, video games, musical instruments, woodworking, and cooking tools

2 Applies and integrates skills of coordination and strength with increasingly complex daily activities

Cognitive Indicators

Attention

1 Attends for extended periods on self-selected activities

2 Is beginning to increase capacity to attend to adult-directed tasks

3 Has improved abilities to screen out distractions and focus on a task

Cognitive Spirit

1 - Is more goal-directed in learning, e g , interested in the product

2 Is eager to share ideas, talents, skills

3 Expands and deepens interest and involvement in understanding increasingly complex ideas

4 Thinks about possibilities never experienced

Perception

1 Is able to use sensory modality appropriate to the situation

2 Refines perceptual discrimination in using symbolic systems numeric, alphabetic, musical, graphic, spatial

3 Attaches meaning to new experiences from an existing range of stored perceptions

4 Creates and integrates patterns and relationships in the living and non-living environments

Memory

1 Uses memory strategies, e g , rules, sayings, or mnemonic devices

2 Uses recall as a basis for abstract thinking
  a predicts future events
  b imagines what could be

3 Applies recalled information and experiences to
  a develop imaginative play
  b attach meaning to new experiences
  c formulate needed rules

Problem Solving

1 Uses techniques to solve problems, e g , graphing, outlining, brainstorming, mapping, webbing, organizing data

2 Uses resources to solve problems
  a knows where to find relevant resources
  b knows how to use resources
  c knows how to use available technology

3 Uses strategies to problem solve
  a Applies knowledge from past experience to new problems
  b Imagines hypothetical possibilities
  c Compares several possible solutions

4 Evaluates quality of own and others' work, ideas, and opinions

(Continued on next page)

2. Early Childhood Indicators by Age Level Across All Domains: 9.0 Years

Cognitive Indicators - Continued

Logical Thinking

- 1 Is becoming a problem solver
  - a identifying problems
  - b considering possible causes
  - c locating resources to solve problems
  - d testing solutions
- 2 Is becoming a critical thinker
  - a comparing and contrasting ideas
  - b analyzing concepts
  - c synthesizing ideas
  - d relating parts to whole
- 3 Is becoming a scientific thinker
  - a observing
  - b recording data
  - c predicting outcomes
  - d experimenting
  - e drawing conclusions
- 4 Is becoming an abstract thinker
  - a solving problems without concrete materials
  - b relating past, present, and future
- 5 Is becoming a mathematical thinker
  - a recognizing patterns and seeing relationships
  - b estimating
  - c measures, using standard measurement tools
  - d understanding measurement concepts
  - e using mathematical processes to solve problems

Aesthetic/Creative Indicators

Creates

- 1 Seeks opportunities for personal artistic expression
- 2 Is becoming a creative thinker
  - a finds novel combinations and uses for materials
  - b thinks of new inventions
  - c recognizes creativity in others
  - d imagines hypothetical possibilities
  - e expands ability to pretend
- 3 Produces original works
  - a composes stories or plays, skits, comedies
  - b improvises sounds and rhythms
  - c creates props, scenery, and costumes
  - d uses different media for expression, e.g., videotapes, films, photos
  - e creates sculptures, pictures, dioramas

Responds

- 1 Appreciates the artistic expressions of others
  - a art pictures and sculptures
  - b poems or stories
  - c music
  - d drama
  - e architecture
- 2 Grows in appreciation of nature, e.g., seasonal changes, weather, landscapes, rivers, animals, lakes, and trees
- 3 Recognizes artistic contributions of all cultures and of both women and men

Evaluates

- 1 Reacts thoughtfully to artistic works through having a wide exposure to creative techniques and forms
- 2 Is able to judge whether a particular artistic expression has personal meaning
- 3 Expands understanding of artistic works through exploration of the lives and times of artists, e.g., composers, writers, performers, painters, sculptors, photographers, architects
- 4 Is developing an awareness of the artistic contributions in diverse cultures, e.g., music and instruments; arts, including textiles and pottery; dances, rituals, buildings or structures; ceremonies, and celebrations
- 5 Notices aspects of aesthetics in new and routine experiences, e.g., line, color, shape, sounds, textures

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2. Early Childhood Indicators by Age Level Across All Domains: 9.0 Years

Communication Indicators

Receptive Communication: Nonverbal

1. Continues to interpret, attach meaning, and react to nonverbal behavior, e.g., gestures, action, posture, facial expressions
2. Continues to develop sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference
3. Is able to identify mixed messages, i.e., the nonverbal cues and spoken message are at variance
4. Expands understanding of standard gestures in the culture and learns gestures of other cultures

Receptive Communication: Listening

1. Demonstrates appreciative listening, e.g., conversations with peers, longer stories or speeches, musical programs
2. Grows in ability to listen without interrupting
3. Maintains listening comprehension, e.g., follows a serial story or television plot
4. Expands ability to listen analytically, e.g., to make connections with what is already known, to evaluate what is heard, and to draw conclusions
5. Listens by screening out extraneous sounds
6. Can listen without visuals, e.g., tapes, records, books
7. Asks questions to clarify meaning
8. Asks questions to extend meaning, i.e., "How about...? What if...?"

Receptive Communication: Listening - Continued

9. Gains information through listening
10. Begins to distinguish between fact and fiction while listening
11. Begins to realize that all listeners do not get the same meanings from spoken message

Receptive Communication: Reading

1. Begins to understand the reading process as:
    a. a transaction between writer and reader
    b. predicting, confirming/disconfirming, comprehending
2. Reads for a variety of purposes, e.g., enjoyment, information, to appreciate the beauty of the language, to broaden knowledge
3. Reads to learn more about the world and to share vicariously in the experiences of others
4. Begins to see similarities among pieces of literature: e.g., themes, settings, characterization, plot
5. Begins to identify the author's approach, e.g., humor, adventure, mystery
6. Begins to identify and evaluate traits of story characters
7. Begins to realize that all readers do not get the same meanings from printed materials
8. Begins to connect literature with life experiences

Receptive Communication: Reading - Continued

9. Feels comfortable in questioning the author's point of view
10. Uses a variety of reading cues to construct meaning:
    a. prior knowledge and experiences
    b. context
        1 relates new information to total content
        2 syntax or grammatical order
    c. sound/symbol relationships
11. Uses strategies appropriate to different content areas
12. Seeks sources of reading material within and outside the school environment
    a. newspapers, magazines, comics, and books
    b. environmental print, e.g., cereal boxes, billboards, posters, signs, T-shirts

Expressive Communication: Nonverbal

1. Models and understands nonverbal communication more precisely, e.g., actions, postures, gestures, facial expression
2. Continues to convey own feelings and to imitate others through expression, gestures, postures
3. Uses body language to reinforce speech or to create a comic effect
4. Continues to use pantomime with or without props

(Continued on next page)

2. Early Childhood Indicators by Age Level Across All Domains: 9.0 Years

Communication Indicators - Continued

Expressive Communication: Nonverbal - Continued

5 Dramatizes behaviors seen, read about, or imagined

6 Expands use of standard gestures of own culture and other cultures

Expressive Communication: Speaking

1 Is beginning to express thoughts, opinions, and feelings with clarity, precision, and richness of word choices

2 Creates original stories with increasingly complex content

3 Uses speech, including specialized language of the peer group, to share confidences, plans, ideas, and feelings with friends

4 Is beginning to use speech for more complex purposes
   a relating events with relevant detail
   b giving directions accurately
   c explaining how to do something
   d telling a sequential story with a beginning and ending
   e framing questions
   f using social amenities such as making an introduction
   g giving reports
   h negotiating options

5 Continues to use speech to vent feelings

6 Contributes ideas to group discussions and may help to guide the discussion

Expressive Communication: Writing

1 Chooses to write for enjoyment

2 Uses a variety of writing genre: reports, stories, poems, lyrics, letters, lists, messages, journals, critiques

3 Develops an idea and gives supporting details in a paragraph

4 Clarifies own thinking through writing

5 Uses process writing, e.g., prewriting, drafting, review or conferencing, editing, publishing

6 Begins to internalize process writing and use it independently

7 Learns to spell by writing and reading

8 Is moving toward conventionality in spelling and grammar

9 Is beginning to use mechanics of writing
   a ending punctuation
   b internal punctuation, e.g., commas, quotation marks
   c capitals

10 Uses pictures, diagrams, and graphics to convey meaning

3. Early Childhood Indicators by Age Level for Units within Domains

3. Early Childhood Indicators by Age Level for Units within Domains

Personal Indicators: Emotional Development

Personal Indicators Birth Through 15 Months: *Emotional Development*

1. Expresses several clearly differentiated emotions: pleasure, anger, anxiety, or fear
2. Mirrors emotions of others

Personal Indicators at 2.5 Years: *Emotional Development*

1. Uses emotions in attempt to express needs and to assert desires: anger, rage, pouting, eagerness, joy, glee
2. Is just beginning to express emotions verbally, e.g., "yuck," "hate you," "love you"
3. Laughs at non-threatening incongruities, e.g., disappearing objects or funny movements
4. Responds to praise
5. Is beginning to sense and respond to emotions in others

Personal Indicators at 4.5 Years: *Emotional Development*

1. Is increasingly competent in recognizing, understanding, and labeling own emotions if labels have been learned
    a. anger
    b. happiness
    c. sadness
    d. fear or surprise
2. Is beginning to use words instead of actions to express emotions
3. Responds to others' emotions, e.g., shows empathy
4. Is beginning to self-regulate and handle emotions appropriately
5. Uses play to understand and respond to own feelings, to explore emotional states, and to practice new skills
6. Begins to see humor in everyday situations and in stories and pictures
7. Responds to praise and criticism

Personal Indicators at 6.5 Years: *Emotional Development*

1. Continues to identify, express, and think of solutions or actions for personal feelings
2. Begins to cope constructively with various emotional states:
    a. rejection
    b. disappointment
    c. failure
    d. frustration
    e. success
    f. excitement
3. Begins to understand and accept various emotional responses from others
4. Shares feelings of others
5. Recognizes humor in everyday situations and expresses humor in word play, jokes, and actions
6. Is sensitive to praise and criticism from adults and peers

Personal Indicators at 9.0 Years: *Emotional Development*

1. Is continuing to expand strategies for constructively coping with rejection, disappointment, failure, frustration, success, praise, excitement
2. Shares emotions of others showing sympathy, joy, caring
3. Is continuing to develop a sense of humor
    a. recognizes humorous situations
    b. tells jokes and funny stories

3. Early Childhood Indicators by Age Level for Units within Domains

Personal Indicators: Independence

Personal Indicators Birth Through 15 Months: *Independence*

1. Begins to meet own needs, e g , puts self to sleep, amuses self with objects, calms self
2. Asserts self

Personal Indicators at 2.5 Years: *Independence*

1. Begins to indicate needs verbally and nonverbally
2. Begins to meet own needs, e g , undresses and dresses self
3. Begins to entertain self with physical activities and objects
4. Responds to verbal cues to inhibit actions
5. Develops a sense of autonomy through assertiveness
6. Has the ability to separate from primary caregiver

Personal Indicators at 4.5 Years: *Independence*

1. Begins to meet own needs, e g , eating, dressing, toileting, and grooming
2. Begins to meet own entertainment needs
3. Begins to exercise self-control with encouragement
4. Separates from primary caregiver
5. Accepts other adults for support and nurturing
6. Demonstrates emerging independence
   - a communicating physical needs verbally
   - b asserting self with increasing confidence

Personal Indicators at 6.5 Years: *Independence*

1. Continues to achieve self-control through self-observation, self-guidance, and setting realistic limits on own actions
2. Continues to demonstrate emerging independence by
   - a meeting own physical needs, e g , hunger, cold, wet
   - b communicating physical needs
   - c relying on self to take care of daily routines such as eating, dressing, toileting, and grooming
3. Begins to meet own needs for entertainment, e g , organizing or joining peer groups, selecting programs, choosing activities
4. Begins to meet responsibility for assigned tasks or chores with reminders
5. Continues to develop self-control, e g ,
   - a follows rules
   - b anticipates consequences
   - c can internalize values
6. Begins to experience self-satisfaction from following through on own interests
7. Seeks out other adults for support and nurturing
8. Continues to develop independence through
   - a asserting preferences
   - b judging fairness
   - c voicing dissent

Personal Indicators at 9.0 Years: *Independence*

1. Is developing an ability to act responsibly,
   - a completes tasks without being reminded
   - b takes care of personal possessions
   - c takes care of immediate environment
   - d continues to develop self-care skills
2. Uses public or private transportation to extend personal environment
3. Communicates by phone and mail to expand personal contacts
4. Extends entertainment opportunities to include new areas, locations, and groups
5. Begins to achieve self-control through
   - a self-observation
   - b self-guidance
   - c setting realistic limits on own actions
   - d relating actions to values
6. Is developing the capacity to be self-motivated
   - a can work without praise
   - b can evaluate own efforts
   - c chooses to learn
7. Is learning to accept the need for delayed gratification, e g ,
   - a waits for attention, turns, or a chance to speak
   - b plans or works for a future reward
   - c can defer pleasures or needs when the need for delay is understood
8. Gains self sufficiency through use of adults and peers as resources
9. Shows assertiveness in defending personal rights and beliefs
10. Is interested in accomplishment and beginning to understand process
    - a seeing the goal
    - b organizing work
    - c attending to detail
    - d revising and redoing, as necessary
    - e bringing a task to completion

3. Early Childhood Indicators by Age Level for Units within Domains

Social Indicators: Self-Concept

Personal Indicators Birth Through 15 Months: *Self-Concept*

1 Distinguishes self from others

Personal Indicators at 2.5 Years: *Self-Concept*

1 Shows pride and pleasure in new accomplishments, e.g., climbs, scribbles, sings

2 Has an emerging sense of self, e.g., admires own appearance, identifies own space and possessions

Personal Indicators at 4.5 Years: *Self-Concept*

1 Begins to experiment with own potential, e.g., tries out adult roles and imitates other children

2 Finds satisfaction in own capabilities

3 Is developing awareness of self as having certain abilities, characteristics, and preferences

4 Has a beginning awareness, knowledge, and acceptance of own gender and ethnic identity

Personal Indicators at 6.5 Years: *Self-Concept*

1 Continues to explore new roles and possibilities

2 Enjoys and takes pride in doing something well

3 Growing confidence in self as a capable individual

4 Continues to develop understanding and appreciation of own growth and change

5 Begins to evaluate own activity

6 Is comfortable with own body, sex, self, and personal role

Personal Indicators at 9.0 Years: *Self-Concept*

1 Continues to see self as a person with a range of potential roles

2 Has an appreciation of own worth

3 Is a risk taker
    a not afraid to be different
    b able to laugh at self
    c seeks new experiences
    d has courage to try

4 Increases ability to evaluate own work

5 Values own sex role

3. Early Childhood Indicators by Age Level for Units within Domains

Personal Indicators: Health and Safety

Personal Indicators
Birth Through 15 Months: *Health and Safety*

1. Responds to prohibitions, e.g., "hot," "no"
2. Relies on adults for protection

Personal Indicators at 2.5 Years: *Health and Safety*

1. Takes an interest in performing health routines, e.g., washing hands, brushing teeth
2. Trusts an adult to give accurate information about safety hazards
3. Uses an adult as support in situations perceived as threatening

Personal Indicators at 4.5 Years: *Health and Safety*

1. Begins to be aware of basic health habits, e.g., rest, nutrition, exercise, hygiene
2. Begins to identify potential health and safety hazards, e.g., electricity, water, traffic, poisons, tools and equipment, strangers, unfamiliar animals, dangers in the environment, weather
3. Is beginning to identify and use appropriate safety and emergency practices, e.g., wearing seat belts, dialing 911, avoiding strangers
4. Is able to identify differences between appropriate and inappropriate touch between self and adult
5. Responds to adult inquiries about changes in body health, e.g., abuse, injury, illness
6. Is beginning to move safely through space, being aware of self, others, and environment

Personal Indicators at 6.5 Years: *Health and Safety*

1. Shows increasing understanding and use of positive health habits, e.g., rest and relaxation, nutrition, exercise, hygiene
2. Continues to identify potential health and safety hazards, including chemical use/abuse
3. Is increasingly able to use correct emergency and safety procedures
4. Identifies changes in body health and shares this information with an adult
5. Is beginning to treat own and others' bodies with respect and begins to understand appropriate and inappropriate touch
6. Makes use of preventive health habits, such as washing hands, covering mouth

Personal Indicators 9.0 Years: *Health and Safety*

1. Takes conscious responsibility for health habits, e.g., personal hygiene, rest and relaxation, nutrition, exercise
2. Understands the importance of avoiding misuse of alcohol, drugs, and tobacco, and of preventing the spread of communicable diseases
3. Takes conscious responsibility for safety habits, e.g., bicycle, fire, skateboard, or water safety
4. Is beginning to take conscious responsibility for nutrition habits, e.g., healthful snacks, balanced meals, breakfast
5. Begins to understand the relationship between care of self and wellness
6. May promote health and safety practices zealously, e.g., eliminating smoking, preserving the environment

3. Early Childhood Indicators by Age Level for Units within Domains

Personal Indicators: Moral Development

Personal Indicators Birth Through 15 Months: *Moral Development*

(Not applicable)

Personal Indicators at 2.5 Years: *Moral Development*

1. Begins to have an awareness of what is acceptable and unacceptable

Personal Indicators at 4.5 Years: *Moral Development*

1. Begins to recognize what needs to be shared and what can be owned
2. Begins to develop a sense of fairness, e.g., taking turns, sharing a treat

Personal Indicators at 6.5 Years: *Moral Development*

1. Acts in ways that reflect a knowledge of others' rights
2. Grows in awareness of need to balance individual and group rights
3. Grows in ability to apply sense of fairness to a social context, e.g., everyone should have a place to live

Personal Indicators 9.0 Years: *Moral Development*

1. Acts to safeguard rights of others
2. Has beginning awareness of ethical or unethical behavior
3. Judges actions of others
4. Begins to apply ethical standards to own behavior
5. Has an emerging awareness of social issues, e.g., threats to health, safety, and the environment; personal and property rights; homelessness, and world hunger

3. Early Childhood Indicators by Age Level for Units within Domains

Social Indicators: Sense of Self as a Social Being

Social Indicators Birth Through 15 Months: *Sense of Self as a Social Being*

1. Differentiates self from another
2. Mirrors emotions of others
3. Imitates things the caregiver does

Social Indicators at 2.5 Years: *Sense of Self as a Social Being*

1. Is increasingly aware of others as distinct from self
2. Is aware of others' feelings
3. Imitates behavior of adults and peers

Social Indicators at 4.5 Years: *Sense of Self as a Social Being*

1. Begins to have empathy for others
2. Demonstrates a sense of trust through:
   a. seeking help and assistance
   b. seeking emotional support from adults

Social Indicators at 6.5 Years: *Sense of Self as a Social Being*

1. Begins to gain satisfaction from giving things and doing things for others
2. Has a sense of self as a member of a group

Social Indicators at 9.0 Years: *Sense of Self as a Social Being*

1. Is increasingly independent of adults
2. Is developing a sense of community with others

3. Early Childhood Indicators by Age Level for Units within Domains

Social Indicators: Social Relations

Social Indicators Birth Through 15 Months: *Social Relations*

1. Responds to or initiates games, e.g., "Pat-a-Cake," blowing bubbles, turn-taking games
2. Can be comforted by familiar adult when distressed
3. Demonstrates an interest in adults and children
4. Relies on adult for physical and emotional support
5. Shows affection for familiar person

Social Indicators at 2.5 Years: *Social Relations*

1. Demonstrates interest in playing with other children
2. Enjoys participating in small group activities for short periods of time
3. Labels some children as friends
4. Begins to realize others have rights and privileges
5. Enjoys adult attention and approval
6. Expects adult support and help
7. Shows affection for familiar people
8. Is beginning to know who is in own family

Social Indicators at 4.5 Years: *Social Relations*

1. Has increasing interest in being with other children
2. Begins to enjoy and function successfully as a member of a group
3. Develops close friendships
4. Begins to give and receive support from other children
5. Confides in adults
6. Is beginning to understand concepts of family and neighborhood

Social Indicators at 6.5 Years: *Social Relations*

1. Begins to prefer associating with children more than with adults
2. Begins to enjoy and function successfully as a member of a group
3. Develops close friendships
4. Begins to give and receive support from other children
5. Establishes friendly interactions with adults other than parents
6. Begins to understand concepts of family and neighborhood

Social Indicators 9.0 Years: *Social Relations*

1. Needs and enjoys caring adults who are present but not controlling
2. Wants to belong to groups, but groups remain flexible
3. Tends to select same-sex peers as friends
4. Develops longer-lasting peer relationships and friendships
5. Interacts with an expanding environment, including extended family, school community, neighborhood, and city

3. Early Childhood Indicators by Age Level for Units within Domains

Social Indicators: Social Skills

Social Indicators Birth Through 15 Months: *Social Skills*

1. Differentiates between familiar and unfamiliar people
2. Is beginning to adapt to stimulation of various people and places
3. Anticipates rituals and routines
4. Uses others to get basic needs and desires met
5. Explores objects with another person as a basis for establishing personal relationships

Social Indicators at 2.5 Years: *Social Skills*

1. Increasingly able to adapt to different people and environments
2. Begins to express some emotions appropriately and with increasing control
3. Begins to assert self appropriately in some situations
4. May verbalize some feelings

Social Indicators at 4.5 Years: *Social Skills*

1. Recognizes, understands, and labels some emotional states in others
2. Uses play to explore, practice, and understand social roles
3. Behaves in a way which reflects a beginning understanding of others' rights and privileges, e.g., following rules, sharing, turn-taking, sometimes relating to others in reciprocal ways
4. Successfully initiates contacts with peers and sustains interaction by cooperating, helping, sharing, expressing interest
5. Attempts to solve problems with others through language
6. Begins to show acceptance of similarities and differences among people, e.g., gender, ethnicity, age, disability
7. Engages in helpful tasks
8. Imitates behavior

Social Indicators at 6.5 Years: *Social Skills*

1. Is beginning to understand and respect that others may have a different point of view
2. Is becoming aware of a variety of roles, careers, attitudes, and cultural values
3. Continues to expand social skills, e.g., cooperates, makes use of rules, expresses interest in others
4. Sustains friendships and expands circle of friends
5. Is beginning to find constructive ways for solving problems and conflicts without adult assistance
   - a. apologizes or makes restitution
   - b. compromises
6. Begins to accept mistakes in self and others
7. Accepts and is sensitive to individual differences among people, e.g., gender, ethnicity, age, disability
8. Begins to adjust behavior in accord with social expectations
9. Makes independent decisions about whom to trust
10. Begins to play and work cooperatively in small and large groups
    - a. produces a product
    - b. works in assigned groups
    - c. works with self-selected groups
    - d. takes turns and shares
11. Appreciates, accepts, and interacts with people of all cultures
12. Tries out and tests relationships with particular friends

Social Indicators 9.0 Years: *Social Skills*

1. Continues to develop an appreciation of others' worth and dignity
2. Continues to develop a sense of effective human relations, e.g., being a friend, accepting and valuing differences, empathy
3. Acknowledges the multiple roles, contributions, and abilities of males and females
4. Continues to expand social skills, e.g., understands a need for rules and structure, suggests and negotiates rules
5. Cooperates in pairs and groups through both leading and following
6. Requires less direct supervision in all areas, e.g., home, learning, neighborhood
7. Appreciates diversity among individuals:
   - a. strengths/limitations
   - b. handicapping conditions
   - c. maturation
   - d. language variations
   - e. cultural heritage
8. Is becoming aware of the importance of being a good sport

3. Early Childhood Indicators by Age Level for Units within Domains

Physical Indicators: Gross Motor

Physical Indicators Birth Through 15 Months: *Gross Motor*

1. Maintains midline head control
2. Rolls over
3. Crawls, creeps, or scoots
4. Moves to sitting position
5. Sits alone independently
6. Pulls to stand through half-kneel position
7. Crawls upstairs
8. Crawls downstairs backwards
9. Stands independently
10. Takes steps with support
11. Walks

Physical Indicators at 2.5 Years: *Gross Motor*

1. Walks backwards
2. Walks on uneven surfaces
3. Walks upstairs by placing both feet on each step and using support
4. Climbs
5. Sits self in small chair from standing position
6. Rides small toy, pushing with feet on ground
7. Traps a large ball
8. Starts running
9. Moves to music

Physical Indicators at 4.5 Years: *Gross Motor*

1. Begins to develop control of body movement, e.g., hopping, jumping, balancing, swinging, bending, stretching, walking, running, climbing
2. Continues to develop body strength and stamina in pulling, pushing, climbing, swinging, walking, running,
3. Begins to develop body coordination, e.g., galloping, jumping, swinging, balancing, leaping, pedaling, swimming, dancing
4. Continues to develop body flexibility, e.g., running, dancing, climbing, wiggling, stretching, bending, crawling
5. Continues to develop large muscle strength and coordination with large objects, e.g., throwing, bouncing, kicking, striking, pedaling, steering a vehicle, carrying, catching
6. Begins to move rhythmically to music
7. Begins to use equipment for physical development, e.g., slides, swings, jungle gyms, balls, bats, tricycles, sleds

Physical Indicators at 6.5 Years: *Gross Motor*

1. Begins to coordinate multiple physical skills, e.g.,
   a. walking and hopping together become skipping
   b. jumping and rope turning become jumping rope
   c. grasping, swinging, and balance become batting
2. Begins to use physical skills in organized game activities
3. Continues to refine coordination of individual gross motor skills, e.g., throwing, catching, running
4. While outside or in large open spaces, engages in playful activities that use a variety of physical skills (e.g., running, holding, balancing) which result in building strength, coordination, flexibility, and endurance
5. Is acquiring a conscious control of body and limbs and demonstrates many ways in which each body part can move
6. Organizes and uses body and objects to explore spatial concepts, e.g., over, under
7. Moves with smoothly integrated body actions in a spontaneous manner
8. Knows and applies safety precautions
9. Takes pride in own movements and involvement
10. Begins to respond to a variety of rhythmic stimuli through body movements
11. Uses equipment appropriately for physical development, e.g., bicycles, balls, bats, skates, playground equipment, climbing bars

Physical Indicators at 9.0 Years: *Gross Motor*

1. Exhibits more control over body through refining locomotor skills, including skipping, hopping, jumping, catching, throwing, batting, balancing, climbing
2. Exhibits body strength and stamina in pulling, pushing, climbing, swinging, walking, running, climbing
3. Exhibits coordination and flexibility in running, dancing, climbing, crawling, skating, diving, swimming, biking
4. Continues to respond to a variety of rhythmic stimuli through body movements individually and in groups
5. Is able to appropriately use equipment for physical development, e.g., jump ropes, skateboards, balls, bats, bikes, parachutes, gymnastic apparatus, playground equipment
6. Enjoys activity for its own sake individually and through team activities/sports
7. Is self motivated to perfect physical skills through practice

3. Early Childhood Indicators by Age Level for Units within Domains

Physical Indicators: Fine Motor

Physical Indicators Birth Through 15 Months: *Fine Motor*

1. Reaches for object
2. Picks up object or food with palmar grasp
3. Independently releases objects
4. Transfers objects hand to hand
5. Reaches, grasps, and puts objects in mouth
6. Pushes, pulls, and throws objects away from self
7. Manages more than two small objects with hand grasp
8. Isolates an index finger for poking or pushing small toy
9. Puts in and dumps out

Physical Indicators at 2.5 Years: *Fine Motor*

1. Uses palmar grasp when scribbling
2. Uses neat pincer grasp to finger-feed self
3. Drinks from open cup with moderate spillage
4. Uses spoon for self-feeding with some spillage
5. Pulls zipper down
6. Paints with whole arm movement, shifts hands, makes strokes

Physical Indicators at 4.5 Years: *Fine Motor*

1. Developing small muscle control, e.g., threading, stacking, reaching, building, assembling, rolling, releasing, grasping, kneading, drawing, cutting, pasting
2. Developing small muscle strength, e.g., pounding, kneading, pulling, using tools, rolling, squeezing, scrubbing, pumping
3. Developing eye-hand coordination, e.g., assembling, lacing, use of utensils, sewing, folding, tearing, tracing, dressing skills, cutting, painting, drawing, self-help skills, pressing buttons, pulling levers

Physical Indicators at 6.5 Years: *Fine Motor*

1. Refines small muscle control and coordination, e.g., drawing, cutting, folding, small-block and interlocking construction, threading, screwing, playing jacks and marbles
2. Continues to develop small muscle strength, e.g., hammering, digging, pushing, pulling, rolling, cranking
3. Begins to develop greater coordination in using writing tools, keyboards, dialing, remote controls, computer games
4. Has established hand dominance for right or left hand

Physical Indicators at 9.0 Years: *Fine Motor*

1. Refines control of small motor skills, e.g., aiming, writing, painting, keyboarding, video games, musical instruments, woodworking, and cooking tools
2. Applies and integrates skills of coordination and strength with increasingly complex daily activities

3. Early Childhood Indicators by Age Level for Units within Domains

Cognitive Outcomes: Attention

Cognitive Indicators Birth Through 15 Months: *Attention*

1. Responds to own name
2. Responds to simple directions, e.g., "Where's kitty?"

Cognitive Indicators at 2.5 Years: *Attention*

1. Has greater attention when touch and action are involved
2. Looks at storybook pictures with an adult
3. Returns to focus on something after being distracted
4. Attends when adult's attention is focused on child
5. Concentrates on activities of choice such as putting objects into a bottle
6. Attends to familiar songs, rhymes, and games
7. Matches like objects

Cognitive Indicators at 4.5 Years: *Attention*

1. Is increasingly able to focus on the relevant task
2. Is beginning to screen out distractions
3. Persists for longer periods of time on child-initiated tasks
4. Focuses attention on adult-directed tasks for short periods of time
5. Can reproduce simple constructions from a model or after a demonstration
6. Shows increased attention when manipulating objects

Cognitive Indicators at 6.5 Years: *Attention*

1. Attends to relevant variable for longer periods
2. Beginning to attend to auditory and visual stimuli while still dependent upon tactile sense
3. Sensory perceptions beyond touch can be used for maintaining attention

Cognitive Indicators at 9.0 Years: *Attention*

1. Attends for extended periods on self-selected activities
2. Is beginning to increase capacity to attend to adult-directed tasks
3. Has improved abilities to screen out distractions and focus on a task

3. Early Childhood Indicators by Age Level for Units within Domains

Cognitive Indicators: Curiosity

Cognitive Indicators Birth Through 15 Months: *Curiosity*

1. Inquires into the environment through exploration and manipulation

Cognitive Indicators at 2.5 Years: *Curiosity*

1. Experiences self as an enthusiastic explorer of the environment
2. Experiences self as one who has some control of the environment
3. Investigates and inquires about things experienced
4. Finds most things experienced worth knowing about

Cognitive Indicators at 4.5 Years: *Curiosity*

1. Is eager to know and be able to do
2. Believes in self as a learner
3. Experiences self as one with increasing control of the environment
4. Finds excitement in discoveries
5. Is developing special interests
6. Continues to satisfy curiosity through exploration and manipulation

Cognitive Indicators at 6.5 Years: *Curiosity*

1. Likes to learn
2. Feels competent as a learner
3. Sees self as a contributing member of a learning community
4. Is eager to understand, see relationships, and find meaning in an expanding environment
5. Continues to identify special interests, e.g., hobbies

Cognitive Indicators at 9.0 Years: *Curiosity*

1. Is more goal-directed in learning, e.g., interested in the product
2. Is eager to share ideas, talents, skills
3. Expands and deepens interest and involvement in understanding increasingly complex ideas
4. Thinks about possibilities never experienced

3. Early Childhood Indicators by Age Level for Units within Domains

Cognitive Indicators: Perception

Cognitive Indicators Birth Through 15 Months: *Perception*

1. Discriminates and adapts to sounds and visual stimulation in the outside world
2. Uses all five senses to gain information
3. Recognizes own image in the mirror
4. Perceives familiar objects after seeing only parts of them

Cognitive Indicators at 2.5 Years: *Perception*

1. Continues to rely on five senses to gain information
2. Perceives rhythm in music and responds
3. Recognizes some colors
4. Recognizes miniatures as representatives of real, known objects
5. Assembles simple puzzles
6. Matches like objects

Cognitive Indicators at 4.5 Years: *Perception*

1. Recognizes and may label likenesses and differences in shapes, patterns, and figures
2. Reproduces visual patterns
3. Recognizes and may label likenesses and differences in sounds
4. Reproduces auditory patterns, e.g., clapping, singing
5. Begins to keep time to a rhythmic pattern
6. Is beginning to use a combination of perceptual cues in tasks requiring attention to dimensions such as color, shape, texture, or size

Cognitive Indicators at 6.5 Years: *Perception*

1. Continues to use the five senses separately and in combination to gather data and make finer discriminations
    a. uses visual, auditory, tactile/kinesthetic, taste, and smell to perceive properties, characteristics, and attitudes
    b. creates patterns and sees relationships in the living and non-living environments
2. Relies on the way of learning, or sensory modality, which is currently dominant
3. Practices using less dominant modalities of seeing, hearing, handling, tasting, or smelling
4. Begins to develop perceptual discrimination in using symbolic systems: e.g., numeric, alphabetic, musical, graphic, spatial

Cognitive Indicators at 9.0 Years: *Perception*

1. Is able to use sensory modality appropriate to the situation
2. Refines perceptual discrimination in using symbolic systems: e.g., numeric, alphabetic, musical, graphic, spatial
3. Attaches meaning to new experiences from an existing range of stored perceptions
4. Creates and integrates patterns and relationships in the living and non-living environments

3. Early Childhood Indicators by Age Level for Units within Domains

Cognitive Indicators: Memory

Cognitive Indicators Birth Through 15 Months: *Memory*

1. Recognizes caregiver by voice
2. Recognizes objects and people
3. Imitates play demonstrated by others
4. Anticipates from cues or sounds routine activities, e.g., feeding, diapering

Cognitive Indicators at 2.5 Years: *Memory*

1. Learns routines and expects them in the environment
2. Begins to recall and label recent events, perceptions, and relationships
3. Begins to have a sense of what is acceptable and unacceptable based on external controls
4. Responds to mention of absent objects or people
5. Retains commands long enough to respond
6. Repeats parts of songs or poems

Cognitive Indicators at 4.5 Years: *Memory*

1. Describes, labels animate and inanimate objects, events, and processes
2. Gains increased ability to recall recent and past events, perceptions, relationships, labels
3. Begins to link past and present information
4. With assistance, is developing simple memory strategies
5. Is gaining skill in following directions
6. Remembers stories, poems, and songs

Cognitive Indicators at 6.5 Years: *Memory*

1. Remembers information, events, and experiences
2. Links past and present information
3. Develops memory strategies, e.g., rhymes, lists, cues
4. Tells a coherent story placing events in correct order

Cognitive Indicators at 9.0 Years: *Memory*

1. Uses memory strategies, e.g., rules, sayings, or mnemonic devices
2. Uses recall as a basis for abstract thinking
    a. predicts future events
    b. imagines what could be
    c. synthesizes past experiences
3. Applies recalled information and experiences to
    a. develop imaginative play
    b. attach meaning to new experiences
    c. formulate needed rules

3. Early Childhood Indicators by Age Level for Units within Domains

Cognitive Indicators: Problem Solving

Cognitive Indicators Birth Through 15 Months: *Problem Solving*

1. Explores objects, e.g., grasps, puts in mouth, rolls on, stomps on
2. Manipulates objects to discover effects, e.g., shaking, banging, dropping
3. Positions self to reach and interact with environment
4. Protects self by placing hand up or turning away as an object comes close
5. Makes needs known through verbal and nonverbal cues

Cognitive Indicators at 2.5 Years: *Problem Solving*

1. Uses locomotor skills to satisfy curiosity and to meet needs
2. Beginning to use language to solve problems
   a. makes needs known
   b. responds to verbal directions
   c. uses names of people and objects
   d. question through words or gestures
3. Initiates some self-care

Cognitive Indicators at 4.5 Years: *Problem Solving*

1. Seeks information by observing, asking questions of people, and exploring available materials
2. Practices to refine skills and gain mastery of tasks
3. Uses real-world experiences and physical materials to solve problems
   a. measures through estimating using non-standard measures, e.g., string, blocks
   b. notices patterns recurring in the environment
   c. understands relationships between parts and whole
   d. uses counting to determine how much is needed
4. Begins to recognize difference between real and imagined events

Cognitive Indicators at 6.5 Years: *Problem Solving*

1. Solves everyday problems through
   a. measuring, using simple non-standard units
   b. seeing relationships part/whole, hazard/safeguard
   c. using tools to construct or repair, cook or clean, record information
   d. exploring possibilities by role playing
2. Begins to identify appropriate resources to solve problems
   a. books, magazines, television
   b. adults and other children
   c. museums, libraries, zoos, stores, offices
3. Tries out unusual and/or multiple solutions
4. Is continuing to recognize the difference between real and imagined experiences

Cognitive Indicators at 9.0 Years: *Problem Solving*

1. Uses techniques to solve problems, e.g., graphing, outlining, brainstorming, mapping, webbing, organizing data
2. Uses resources to solve problems
   a. knows where to find relevant resources
   b. knows how to use resources
   c. knows how to use available technology
3. Uses strategies to problem solve
   a. applies knowledge from past experience to new problems
   b. imagines hypothetical possibilities
   c. compares several possible solutions
4. Evaluates quality of own and others' work, ideas, and opinions

3. Early Childhood Indicators by Age Level for Units within Domains

Cognitive Indicators: Logical Thinking

Cognitive Indicators
Birth Through 15 Months:
Logical Thinking

1. Purposefully reaches and grasps objects
2. Purposefully performs an action on an object to see the effect
3. Initiates an action to see another person react
4. Begins to retain the memory of an absent object, person, or event
5. Recognizes the possibility of an absent object or person to reappear

Cognitive Indicators at 2.5 Years:
Logical Thinking

1. Expects the absent object or person to reappear in the appropriate place or at the appropriate time
2. Sees similarities and differences in concrete objects, events, and persons
3. Begins to understand how objects can be ordered and events can be sequenced
4. Is able to group objects on the basis of a single characteristic by labeling, matching, and sorting

Cognitive Indicators at 4.5 Years:
Logical Thinking

1. Begins to organize information by
    a. classifying, e.g., grouping blocks by color or shape
    b. quantifying, e.g., compares amounts of juice
    c. ordering, e.g., arranges blocks by size
    d. ranking, e.g., decides which is light, lighter, lightest
    e. sequencing, e.g., tells what happened first, second, third
    f. analyzing, e.g., looking at parts of a block structure
    g. synthesizing, e.g., putting a puzzle together
    h. seriating, e.g., biggest to smallest
2. Can use one object to represent another object which is not present, e.g., block to represent truck
3. Begins to understand symbols such as traffic signs, commercial logos, restroom signs
4. Relates or associates information by making simple comparisons and generalizations and by forming simple cause/effect hypotheses
5. Reasons and solves problems through inferring, concluding, beginning hypothesis testing, creative thinking, inventing

Cognitive Indicators at 6.5 Years:
Logical Thinking

1. Begins to move from graphic representation to symbolic, e.g., picture of truck to word "truck"
2. Demonstrates increasing ability to form concepts
    a. observing attributes, e.g., color, shape, size, weight
    b. inferring characteristics, e.g., soft/hard, light/heavy, thick/thin, loud/soft
    c. attending to multiple attributes, e.g., color and shape, size and shape
    d. verbalizing reasons for classification
    e. categorizing, e.g., animals, fruits, toys
    f. justifying inclusion into or exclusion from classes or categories
3. Is beginning to make predictions and estimations based on prior experiences, on observations and investigation
    a. generalizing and associating
    b. predicts possible consequences
    c. sees cause and effect relationships
4. Is beginning to evaluate, make judgments, and give reasons for choices, preferences, beliefs, and actions

Cognitive Indicators at 9.0 Years:
Logical Thinking

1. Is becoming a problem solver
    a. identifying problems
    b. considering possible causes
    c. locating resources to solve problems
    d. testing solutions
2. Is becoming a critical thinker
    a. comparing and contrasting ideas
    b. analyzing concepts
    c. synthesizing ideas
    d. relating parts to whole
3. Is becoming a scientific thinker
    a. observing
    b. recording data
    c. predicting outcomes
    d. experimenting
    e. drawing conclusions
4. Is becoming an abstract thinker
    a. solving problems without concrete materials
    b. relating past, present, and future
5. Is becoming a mathematical thinker
    a. recognizing patterns and seeing relationships
    b. estimating
    c. measures, using standard measurement tools
    d. understanding measurement concepts
    e. using mathematical processes to solve problems

3. Early Childhood Indicators by Age Level for Units within Domains

Aesthetic/Creative Indicators: Creates

Aesthetic/Creative Indicators Birth Through 15 Months: *Creates*

1. Is playful in trying out new things, e.g., places a bowl on head
2. Experiments with materials in the environment
3. Creates sounds, e.g., banging pots and pans

Aesthetic Creative Indicators at 2.5 Years: *Creates*

1. Plays imaginatively
2. Scribbles, paints, molds
3. Creates own rhythms and sounds
4. Uses props to make believe
5. Explores materials, e.g., water, bubbles, sand, boxes

Aesthetic/Creative Indicators at 4.5 Years: *Creates*

1. Explores and manipulates materials and ideas in unique ways for own pleasure
2. Uses a variety of media for self-expression, e.g., construction, movement, sound, color, form, texture, language
3. Spends some time in daydreaming and fantasy
4. Expresses own unique perspective by combining materials, sounds, and movement according to own plan

Aesthetic/Creative Indicators at 6.5 Years: *Creates*

1. Continues to explore the properties of art materials
2. Makes use of a variety of materials for self-expression, e.g., dance, music, creative dramatics
3. Discovers characteristics of materials and explores their use in a creative way
4. Develops an attitude of openness to diverse experiences and to using a variety of materials
5. Engages in creative experiences individually and in groups through spontaneous and organized creative activities

Aesthetic/Creative Indicators at 9.0 Years: *Creates*

1. Seeks opportunities for personal artistic expression
2. Is becoming a creative thinker
   - a. finds novel combinations and uses for materials
   - b. thinks of new inventions
   - c. recognizes creativity in others
   - d. imagines hypothetical possibilities
   - e. expands ability to pretend
3. Produces original works
   - a. composes stories or plays, skits, comedies
   - b. improvises sequential sounds and rhythms
   - c. creates props, scenery, and costumes
   - d. uses different media for expression, e.g., videotapes, films, photos
   - e. creates sculptures, pictures, dioramas

3. Early Childhood Indicators by Age Level for Units within Domains

Aesthetic/Creative Indicators: Responds

Aesthetic/Creative Indicators Birth Through 15 Months: *Responds*

1. Responds to music
2. Shows interest in things, e.g., books, mobiles, flowers, bugs, colors

Aesthetic Creative Indicators at 2.5 Years: *Responds*

1. Sings and moves rhythmically
2. Views everything with interest
3. Smells everything
4. Touches everything
5. Tastes things

Aesthetic/Creative Indicators at 4.5 Years: *Responds*

1. Shows appreciation for the creations of others
2. Has increasing awareness and sensitivity to nature, e.g., cloud formations, small animals, individual flowers, blowing leaves

Aesthetic/Creative Indicators at 6.5 Years: *Responds*

1. Continues to engage in art, music, drama, and other creative activities for enjoyment
2. Is aware of natural beauty, e.g., in a waterfall or tree
3. Is aware of beauty that is made by human beings, e.g., a bridge, dishes, textiles
4. Observes and listens to creations of others with appreciation

Aesthetic/Creative Indicators at 9.0 Years: *Responds*

1. Appreciates the artistic expressions of others
    a. art pictures and sculptures
    b. poems or stories
    c. music
    d. drama
    e. architecture
2. Grows in appreciation of nature, e.g., seasonal changes, weather, landscapes, rivers, animals, lakes, and trees
3. Recognizes artistic contributions of all cultures and of both women and men

3. Early Childhood Indicators by Age Level for Units within Domains

Aesthetic/Creative Indicators: Evaluates

Aesthetic/Creative Indicators Birth Through 15 Months: *Evaluates*

1. Shows preference for particular toys or objects

Aesthetic/Creative Indicators at 2.5 Years: *Evaluates*

1. Shows preferences, *e.g.*, for books or stories, clothes, toys, foods, places

Aesthetic/Creative Indicators at 4.5 Years: *Evaluates*

1. Refines preferences to develop more focused tastes
2. Begins to develop bases for aesthetic preferences
3. Is beginning to share aesthetic judgments

Aesthetic/Creative Indicators at 6.5 Years: *Evaluates*

1. Is developing the ability to appreciate and identify the features of a creative product
2. Begins to explain preferences for specific aesthetic creations
3. Develops awareness of essential elements, *e.g.*, line, shape, color, texture, and techniques

Aesthetic/Creative Indicators at 9.0 Years: *Evaluates*

1. Reacts thoughtfully to artistic works through having a wide exposure to creative techniques and forms
2. Is able to judge whether a particular artistic expression has personal meaning
3. Expands understanding of artistic works through exploration of the lives and times of artists, *e.g.*, composers, writers, performers, painters, sculptors, photographers, architects
4. Is developing an awareness of the artistic contributions in diverse cultures, *e.g.*, music and instruments, arts, including textiles and pottery, dances, rituals, buildings or structures, ceremonies, and celebrations
5. Notices aspects of aesthetics in new and routine experiences, *e.g.*, line, color, shape, sounds, textures

3. Early Childhood Indicators by Age Level for Units within Domains

Communication Indicators: Receptive Communication - Nonverbal

Communication Indicators Birth Through 15 Months: *Receptive Communication - Nonverbal*

1. Attaches meaning to facial expression, gesture, and touch

Communication Indicators at 2.5 Years: *Receptive Communication - Nonverbal*

1. Continues to attach meaning to facial expression, gesture, and touch
2. Begins to develop a sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

Communication Indicators at 4.5 Years: *Receptive Communication - Nonverbal*

1. Interprets, attaches meaning, and reacts to nonverbal behavior, e.g., gestures, posture, action, facial expression
2. Develops sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference

Communication Indicators at 6.5 Years: *Receptive Communication - Nonverbal*

1. Continues to interpret, attach meaning, and react to nonverbal behavior, e.g., gestures, action, posture, facial expression
2. Continues to develop sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference
3. Begins to understand standard gestures such as hitchhiking and referee signals

Communication Indicators at 9.0 Years: *Receptive Communication - Nonverbal*

1. Continues to interpret, attach meaning, and react to nonverbal behavior, e.g., gestures, action, posture, facial expression
2. Continues to develop sense of self through nonverbal cues from others, e.g., smiles, hugs, frowns, indifference
3. Is able to identify mixed messages, i.e., the nonverbal cues and spoken messages are at variance
4. Expands understanding of standard gestures in the culture and learns gestures of other cultures

3. Early Childhood Indicators by Age Level for Units within Domains

Communication Indicators: Receptive Communication - Listening

Communication Indicators Birth through 15 Months: *Receptive Communication - Listening*

1. Begins to understand names of familiar people and objects
2. Begins to understand and respond to commands
3. Associates sounds with objects, persons, and actions
4. Seeks labels for objects and people

Communication Indicators at 2.5 Years: *Receptive Communication - Listening*

1. Expands ability to understand names of familiar people and objects
2. Continues to understand and respond to commands and other conversation
3. Attends to adults' conversations
4. Listens to stories, rhymes, and music
5. Continues to seek labels for objects and people
6. Begins to inhibit actions or behavior on command

Communication Indicators at 4.5 Years: *Receptive Communication - Listening*

1. Listens appreciatively to conversations, stories, poems, music
2. Listens attentively, e.g., follows directions, responds to questions or comments
3. Begins to listen analytically, e.g., asks relevant questions, understands increasingly complex ideas

Communication Indicators at 6.5 Years: *Receptive Communication - Listening*

1. Listens appreciatively to content, e.g., stories, poems, songs
2. Listens attentively to content, e.g., directions, ideas of others
3. Continues to listen analytically to respond to what has been heard, to evaluate what is heard, and to make connections with what is already known
4. Listens marginally with comprehension while attention is focused on another subject or task
5. Is beginning to differentiate when to use different types of listening
6. Understands different types of questions
7. Questions when meaning is not understood
8. Understands that questions are a part of two-way communication and the listener is responsible for responding

Communication Indicators at 9.0 Years: *Receptive Communication - Listening*

1. Demonstrates appreciative listening, e.g., conversations with peers, longer stories or speeches, musical programs
2. Grows in ability to listen without interrupting
3. Maintains listening comprehension, e.g., follows a serial story or TV plot
4. Expands ability to listen analytically, e.g., to make connections with what is already known, to evaluate what is heard, and to draw conclusions
5. Listens by screening out extraneous sounds
6. Can listen without visuals, e.g., tapes, records, books
7. Asks questions to clarify meaning
8. Asks questions to extend meaning, i.e., "How about...? What if...?"
9. Gains information through listening
10. Begins to distinguish between fact and fiction while listening
11. Begins to realize that all listeners do not get the same meanings from spoken message

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3. Early Childhood Indicators by Age Level for Units within Domains

Communication Indicators: Receptive Communication - Reading

Communication Indicators Birth Through 15 Months: *Receptive Communication - Prereading*

1. Looks at picture books
2. Hears stories and poems read

Communication Indicators at 2.5 Years: *Receptive Communication - Prereading*

1. Selects books to look at
2. Shows preference for particular books
3. Likes to be read to
4. Recalls some stories
5. Retells stories that have been heard

Communication Indicators at 4.5 Years: *Receptive Communication - Prereading*

1. Begins to realize that the spoken word can be written down, e.g., recognizes some symbols, names, or printed words
2. "Reads" books for enjoyment, e.g., looks at pictures, tells story from memory while turning pages
3. Is developing the ability to make finer visual discrimination, e.g.,
   - a. identifies size, shape, color, directions such as top and bottom
   - b. discriminates some details
4. Is sensitive to interesting language in stories, e.g., repeated phrases, rhyming words, rhythmic patterns
5. Begins to identify with story characters and plots

Communication Indicators at 6.5 Years: *Receptive Communication - Reading*

1. Chooses books, stories, poems for a variety of purposes
   - a. enjoyment
   - b. information
   - c. exploration
   - d. fantasy
2. Brings own experiences to the reading encounter
3. Begins to make inferences from stories and to anticipate story outcomes
4. Seeks reading materials in the environment, e.g., libraries, signs, waiting rooms, bookmobiles
5. Reacts to sensory images and responds to the mood or tone of a story or poem
6. Begins to distinguish fact from fantasy
7. Continues to identify with story characters and plots
8. Begins to identify motives and feelings of story characters
9. Begins to unlock words through a variety of strategies including
   - a. picture clues
   - b. phonics
   - c. context
   - d. structural analysis
   - e. asking others
   - f. configuration
10. Has a beginning sight vocabulary

Communication Indicators at 9.0 Yrs. *Receptive Communication - Reading*

1. Begins to understand reading process as
   - a. a transaction between writer and reader
   - b. predicting, confirming/disconfirming, comprehending
2. Reads for a variety of purposes, e.g., enjoyment, information, to appreciate the beauty of the language, to broaden knowledge
3. Reads to learn more about the world and to share vicariously in the experiences of others
4. Begins to see similarities among pieces of literature, e.g., themes, settings, characterizations, plots
5. Begins to identify the author's approach, e.g., humor, adventure, mystery
6. Begins to identify and evaluate traits of story characters
7. Begins to realize that all readers do not get the same meanings from printed materials
8. Begins to connect literature with life experiences
9. Feels comfortable in questioning the author's point of view
10. Uses a variety of reading cues to construct meaning
    - a. prior knowledge and experiences
    - b. context
      - *1* relates new information to total content
      - *2* syntax or grammatical order
    - c. sound/symbol relationships
11. Uses strategies appropriate to different content areas
12. Seeks sources of reading material within and outside the school environment
    - a. newspapers, magazines, comics, books
    - b. environmental print, e.g., cereal boxes, billboards, posters, signs, T- shirts

3. Early Childhood Indicators by Age Level for Units within Domains

Communication Indicators: Expressive Communication - Nonverbal

Communication Indicators Birth Through 15 Months: *Expressive Communication - Nonverbal*

1. Uses gestures and facial expressions to make wants and needs known
2. Uses gestures and facial expressions to show feelings
3. Imitates, e.g., "So Big," "Peek-a-Boo," "Bye-Bye," "Pat-a-Cake"

Communication Indicators at 2.5 Years: *Expressive Communication - Nonverbal*

1. Use gestures and facial expressions to make wants and needs known
2. Uses gestures and facial expressions to show feelings
3. Uses whole body to express moods and feelings
4. Pretends, e.g., sleeping, rocking with arms, preening, singing into microphone
5. Imitates, e.g., finger play actions, motions with music, claps, or taps

Communication Indicators at 4.5 Years: *Expressive Communication - Nonverbal*

1. Models nonverbal communication, e.g., actions, gestures, facial expression
2. Refines expressions of moods and feelings through body motions and gestures
3. Pantomimes
4. Can initiate finger play actions
5. Imitates television, movie, or story characters; animal movements

Communication Indicators at 6.5 Years: *Expressive Communication - Nonverbal*

1. Continues to model nonverbal communication, e.g., actions, gestures, posture, facial expression
2. Conveys own feelings and imitates others through expression, gestures, postures
3. Uses body language that reinforces speech
4. Pantomimes a story or scene with or without props
5. Dramatizes television, movie, or story character behaviors
6. Begins to use standard gestures of the culture

Communication Indicators at 9.0 Years: *Expressive Communication - Nonverbal*

1. Models and understands nonverbal communication more precisely, e.g., actions, postures, gestures, facial expression
2. Continues to convey own feelings and to imitate others through expression, gestures, postures
3. Uses body language to reinforce speech or to create a comic effect
4. Continues to use pantomime with or without props
5. Dramatizes behaviors seen, read about, or imagined
6. Expands use of standard gestures of own culture and other cultures

3. Early Childhood Indicators by Age Level for Units within Domains

Communication Indicators: Expressive Communication - Speaking

Communication Indicators Birth Through 15 Months: *Expressive Communication - Speaking*

1. Understands that vocal signals get wants and needs met
2. Vocalizes to initiate social contact
3. Babbles, using all types of sounds
4. Imitates speech sounds

Communication Indicators at 2.5 Years: *Expressive Communication - Speaking*

1. Begins to verbalize some feelings
2. Participates in conversation
3. Responds to simple questions
4. Asks questions
5. Expands vocabulary rapidly
    a. labels familiar objects and people
    b. labels actions
6. Plays with language sounds

Communication Indicators at 4.5 Years: *Expressive Communication - Speaking*

1. Produces understandable speech
2. Continues to expand speaking vocabulary and uses descriptive words
3. Gains information, shares information and feelings through speech
4. Begins to speak in thought units and in complete sentences
5. Wants to talk and question

Communication Indicators at 6.5 Years: *Expressive Communication - Speaking*

1. Expresses thoughts and feelings through a larger and richer vocabulary
2. Begins to create original stories based on personal or imagined experiences
3. Shares confidences, plans, ideas, and feelings with friends
4. Uses speech to vent feelings
5. Contributes ideas to group discussions
6. Is beginning to make relevant contributions to a topic
7. Speaks in a group setting with confidence
8. Is able to speak in complete thought units and complete sentences
9. Begins to use complex sentences
10. Begins to present events in sequential order
11. Begins to control tone, rate, and volume of speech to communicate more effectively

Communication Indicators at 9.0 Years: *Expressive Communication - Speaking*

1. Is beginning to express thoughts, opinions, and feelings with clarity, precision, and richness of word choices
2. Creates original stories with increasingly complex content
3. Uses speech, including specialized language of the peer group, to share confidences, plans, ideas, and feelings with friends
4. Is beginning to use speech for more complex purposes
    a. relating events with relevant detail
    b. giving directions accurately
    c. explaining how to do something
    d. telling a sequential story with a beginning and ending
    e. framing questions
    f. using social amenities such as making an introduction
    g. giving reports
    h. negotiating options
5. Continues to use speech to vent feelings
6. Contributes ideas to group discussions and may help to guide the discussion

3. Early Childhood Indicators by Age Level for Units within Domains

Communication Indicators: Expressive Communication - Writing

Communication Indicators Birth Through 15 Months: *Expressive Communication - Writing*

1. Makes marks
2. Scribbles

Communication Indicators at 2.5 Years: *Expressive Communication - Writing*

1. Uses writing, drawing, or painting tools
2. Represents ideas using pictures and non-conventional symbols
3. Begins to realize adults communicate through writing
4. Imitates writing behavior

Communication Indicators at 4.5 Years: *Expressive Communication - Writing*

1. Understands that writing is a way of communicating
2. Begins to develop writing skills:
   a. takes an interest in forming letters
   b. completes a variety of fine motor activities successfully, e.g., puzzles, bead strings, peg boards
   c. uses a variety of writing tools such as chalk, pencils, markers, typewriter, fingers
   d. uses a variety of writing surfaces such as paper, chalkboard, sidewalk, snow, sand
3. Dictates thoughts and ideas to others
4. Is beginning to understand and value that many forms of written communications are permanent

Communication Indicators at 6.5 Years: *Expressive Communication - Writing*

1. Is beginning to use writing for a variety of purposes
   a. journals
   b. informational records
   c. functional notes and announcements
   d. letter messages
2. Begins to write creatively without a focus on mechanics, e.g., makes use of invented spelling
3. Begins to understand that writing is:
   a. a useful means of remembering
   b. a way of communicating with others who are not present
   c. giving general information to the public
   d. advertising and selling
   e. a way of capturing one's ideas and fantasies
4. Continues to use pictures along with writing to express ideas
5. Begins to dictate and write ideas in sentences
6. Is aware that periods, capitals, commas, question marks, or exclamation points are used in writing
7. Sometimes uses capitals and punctuation in writing
8. Is acquiring knowledge of letter/sound relationships
9. Begins to be aware of alternative writing systems and tools: Braille, rebus, computers, typewriters
10. Begins to edit with assistance

Communication Indicators at 9.0 Years *Expressive Communications - Writing*

1. Chooses to write for enjoyment
2. Uses a variety of writing genre: reports, stories, poems, lyrics, letters, lists, messages, journals, critiques
3. Develops an idea and gives supporting details in a paragraph
4. Clarifies own thinking through writing
5. Uses process writing, e.g., prewriting, drafting, review or conferencing, editing, publishing
6. Begins to internalize process writing and use it independently
7. Learns to spell by writing and reading
8. Is moving toward conventionality in spelling and grammar
9. Is beginning to use mechanics of writing:
   a. ending punctuation
   b. internal punctuation, e.g., commas, quotation marks
   c. capitals
10. Uses pictures, diagrams, and graphics to convey meaning

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